

2017-18 GRADUATE AND PROFESSIONAL CATALOG

Azusa Pacific University



CULTIVATING DIFFERENCE MAKERS



AZUSA PACIFIC
UNIVERSITY

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Graduate and Professional Catalog

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. Publication and effective dates are August 15 through August 14 of the respective academic year represented in this catalog.

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, apu.edu.

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

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

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

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

Students who wish to obtain specific information about the university not contained in the catalog are advised to consult the university's website at apu.edu or make a personal inquiry to the Graduate and Professional Center:

Graduate and Professional Center
Azusa Pacific University
568 E. Foothill Blvd.
Azusa, CA 91702-7000
(626) 815-4570
gpc@apu.edu

International students, please contact:

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

Message from the President

Choosing Azusa Pacific University to further your academic and professional goals means encounters with world-class faculty as interested in deepening your faith and supporting your individual growth as they are in challenging your scholarship and expanding your skills. An APU education means forming connections with peers, whether online or in residence, whose narratives add richness to the classroom and reflect the vibrancy of our seven Southern California-based locations. An APU degree means challenging and relevant coursework that produces transformation—personal and intellectual. Our community of disciples and scholars form the heartbeat of a warm and caring environment.

Graduate and professional education at Azusa Pacific University is an enriching process founded on these Four Cornerstones (<http://www.apu.edu/about/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.

Our commitment remains to cultivate difference makers ready to impact the world for Christ, people with keen minds and servant's hearts eager to bring change and needed solutions to society's greatest challenges. I am deeply grateful to lead this university and pray you will join us in this important mission.

Shalom,

Jon R. Wallace, DBA, President

Elegir a Azusa Pacific University para adelantar sus metas profesionales significa encontrarse con un profesorado de clase internacional interesado en profundizar su fe y en apoyarle en su crecimiento individual, a la vez que le desafían a avanzar en su formación académica y expandir sus habilidades. Una educación en APU significa desarrollar conexiones con sus compañeros, ya sea online o en residencia, cuyas historias añaden riqueza al salón de clase y reflejan la vitalidad de nuestras siete sedes en el Sur de California. Un título académico de APU es el resultado de un proceso que produce transformación personal e individual. Nuestra comunidad de discípulos y estudiosos conforman el centro de un entorno caluroso y de mutuo interés.

La educación posgraduada y profesional de Azusa Pacific University es un proceso enriquecedor fundado en estas cuatro piedras angulares (<http://catalog.apu.edu/graduateprofessional/general-information/cornerstones>): Cristo, erudición, comunidad y servicio.

Somos llamados a una erudición permeada por nuestra fe cristiana. Estamos dedicados a la educación de excelencia, juxtaponiendo lo teórico con lo práctico porque estamos comprometidos con una educación de la persona integral que equipa a los estudiantes en sus respectivas disciplinas. Creemos en la comunidad.

Somos una población ricamente diversa que valora el potencial de cada individuo. Nuestra misión es animar, equipar y capacitar a cada estudiante a descubrir y cumplir con su gran potencial y, a la vez, convertirse en animadores, equipadores y capacitadores de otros.

El servicio es el corazón de nuestros esfuerzos y énfasis misioneros. Animamos a cada estudiante a vivir su llamado a través de un liderazgo de servicio. Creemos que Cristo es central en todo lo que pensamos y hacemos. Es este entendimiento del amor de Dios por el mundo y la convicción de que "toda verdad es la verdad de Dios", la que informa nuestras metas: académicas, de servicio y de comunidad.

Nuestro compromiso es el de cultivar personas que quieren hacer la diferencia e impactar al mundo para Cristo; personas con mentes generosas y corazón de siervos, anhelantes de traer cambio y soluciones a los desafíos más grandes de la sociedad. Estoy profundamente agradecido de liderar esta universidad, y oro porque te unas con nosotros en esta importante misión.

Paz,

Jon R. Wallace, DBA, Presidente

Graduate and Professional Catalog and Student Handbook

The Graduate and Professional Catalog is the official guide to graduate and professional programs at Azusa Pacific University and includes information about university-wide policies and procedures, as well as general descriptions of academic programs and degree requirements. In addition, program- and department-specific student handbooks contain policies, procedures, and expectations with more-detailed information about academic clearance. It is the student's responsibility to understand the university's and the program's requirements.

General Information

- The University's Christian Worldview (<http://www.apu.edu/about/worldview>)
- A Faith and Learning Community (<http://www.apu.edu/about/faithandlearning>)
- Faith Statement (<http://www.apu.edu/about/faith>)
- Mission Statement (<http://www.apu.edu/about/mission>)
- Essence Statement (<http://www.apu.edu/about/essence>)
- The Four Cornerstones (<http://www.apu.edu/about/cornerstones>)
- The Motto (<http://www.apu.edu/about/motto>)
- University Student Learning Outcomes (<http://www.apu.edu/provost>)
- Diversity Statement (<http://www.apu.edu/about/diversity>)
- Statement of Academic Freedom (<http://www.apu.edu/about/academic-freedom>)
- Accreditation (<http://www.apu.edu/provost/accreditation>)
- University History (<http://www.apu.edu/about/history>)
- Location and Campus (<http://www.apu.edu/azusa/about>)
- Regional Locations (<http://www.apu.edu/locations>)
- Antidiscrimination Policy (<http://www.apu.edu/humanresources/introduction>)
- Harassment Policy (<http://www.apu.edu/judicialaffairs/conduct/policies>)

Admissions Policies

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Admission to the University

- Graduate Admissions Policies (p. 13)
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Prospective Azusa Pacific University students 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 experience relevant to the program of application and disposition are reviewed.

Graduate

While the following minimum requirements are considered for university admission, specific program acceptance requirements (<http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program>) and application deadlines should be consulted as well by reviewing the appropriate program on the APU website (p. 19) and its corresponding catalog section.

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

Proof of the baccalaureate degree is also required.

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

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

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

- **Option 1:** A teaching and/or service credential.
- **Option 2:** CBEST scores and one of the following: CSET, MSAT, or PRAXIS/SSAT scores (all scores must meet California passing standards).

- **Option 3:** A minimum combined score of 300 for the verbal and quantitative sections of the Graduate Record Examination (GRE) (the GRE must be taken within the 12 months prior to application).
- **Option 4:** Postbaccalaureate evidence of ability for graduate study may be established through the completion of at least 12 semester units of upper-division undergraduate coursework 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 and Professional Center (<http://www.apu.edu/graduateprofessionalcenter>).

Professional

While the following minimum requirements are considered for university admission, specific program acceptance requirements (<http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program>) and application deadlines should be consulted as well by reviewing the appropriate program on the APU website (p. 19) and its corresponding catalog section.

The applicant's scholastic record is considered an important indicator of potential success at the university. Applicants are required to achieve a minimum grade-point average of 3.0 in previous college work. Candidates with a GPA below 3.0 may be considered for conditional admission status. While each applicant is considered for admission on individual merit, certain criteria are used in the selection process. Meeting the minimum requirements, however, does not guarantee admission to the university. These criteria are delineated in this catalog. In some cases, the admissions committee may request a personal interview with the applicant.

Administrative Withdrawal

Nonenrollment for a period of two consecutive terms will result in administrative withdrawal from the university. See the Academic Calendars (<http://www.apu.edu/calendar/academic>) for complete term and session information. An administrative withdrawal does not change a student's posted grades or account balance, nor does it generate a refund of any kind, but reapplication and department reacceptance are required to enroll again. Students who are reaccepted will be held to the current Graduate and Professional Catalog requirements, which may entail additional degree requirements. Contact Graduate and Professional Admissions (<http://www.apu.edu/graduateprofessionalcenter/admissions>) for assistance with the reapplication process.

American Language and Culture Institute (ALCI)

The American Language and Culture Institute (<http://www.apu.edu/international/alci>) (ALCI) within the College of Liberal Arts and Sciences offers preparatory English as a Second Language (ESL) courses and intercultural programs to equip non-native English speaking international students, scholars, and professionals with language, academic, and culture skills needed to meet the rigor of university life at Azusa Pacific University. These programs provide holistic academic, cross-cultural, spiritual, and leadership training for international and American students and scholars, preparing them for academic success in the university.

ALCI has intermediate and advanced levels of study, taught in two 15-week semesters, and an 11-week summer semester. Students applying to graduate or professional programs must successfully complete **Level 5**. Students applying to undergraduate programs must successfully complete **Level 4**. (A higher requirement may apply to some undergraduate, graduate, or professional programs. Please check with your admissions counselor.) At ALCI, students focus on the development and demonstration of competencies in academic research and writing, oral presentation, and auditory and pronunciation skills. ALCI is an approved member of the American Association of Intensive English Programs.

ALCI Application and Placement Testing

A student whose iBT or IELTS score is below the scores required for regular admission to the student's intended undergraduate, graduate, or professional program may apply to Azusa Pacific University's ALCI program. To enter ALCI, students must meet the one of the following testing requirements: iBT score of 50; IELTS score of 5.0; or Level 3 placement on the ALCI placement exam. Students may contact ALCI to schedule an ALCI placement test. The student should also submit an application to ALCI, along with the \$45 nonrefundable processing fee, a certified diploma, official high school or college transcripts, and an official iBT or IELTS score. Please note that ALCI requires a 2.75 minimum GPA for admission.

After arrival at the ALCI, English testing will determine the level of English placement at ALCI. Students who meet the English proficiency requirement for their intended program through ALCI testing can proceed directly into the university at the next available starting date without studying at ALCI (provided they have already been accepted to their intended program at the university). Students taking a leave of absence after placement in ALCI must retest if absent more than six months. More details can be found in English proficiency (p. 17) section of catalog.

Faculty

Associate Professor

Michael Chamberlain (<http://www.apu.edu/clas/faculty/mchamberlain>), Ph.D. Candidate, Program Director

Assistant Professor

Lauren Carroll (<http://www.apu.edu/clas/faculty/lcarroll>), M.A.

Senior Adjunct Faculty

Denzil Barnett (<http://www.apu.edu/clas/faculty/dbarnett>), Ph.D. Candidate

Adjunct Faculty

Jennifer Cachiaras (<http://www.apu.edu/international/alci/faculty/jcachiaras>), M.A., Lecturer

Kevin Chan (<http://www.apu.edu/international/alci/faculty/kevinchan>), M.A., Lecturer

Lisa Lee (<http://www.apu.edu/clas/faculty/llee>), M.A., Lecturer

Robert Rader (<http://www.apu.edu/international/alci/faculty/rrader>), M.A., Lecturer

Bryan Shaw (<http://www.apu.edu/international/alci/faculty/bshaw>), M.A., Lecturer

Rita Su, M.A., Lecturer

Rita Van Dyke-Kao (<http://www.apu.edu/clas/faculty/rkao>), M.A., Lecturer

Application and Fee

To be considered for admission to any program, the prospective student must complete an application and submit a nonrefundable \$45 application fee as well as all additional application items, including transcripts for completed coursework. Certain programs may require additional references and/or other supporting documents. APU alumni need not request official transcripts for prior coursework taken at APU. The application fee is waived for APU alumni, faculty, staff, and their spouses. Veterans and members of the military also qualify for an application fee waiver.

Change of Program

Admission to graduate and professional programs at Azusa Pacific University is program specific. If a student changes plans and wishes to enroll in a program other than that to which he or she was accepted, the student must file a change of program (<http://www.apu.edu/graduateprofessionalcenter/download>) form with the Office of Graduate and Professional Admissions in the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter>). International students must contact the International Center (<http://www.apu.edu/international>).

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

Conditional Admission Based on English Level

Some applicants have high academic ability but have not yet achieved English proficiency. For these applicants, conditional admission is offered. Those given conditional admission must either complete their English requirement prior to beginning their program at APU, or may study in the American Language and Culture Institute (ALCI) (p. 14) at APU prior to studying in their program. Conditional admission is not available for every graduate and professional program. Contact an admissions representative at international@apu.edu for details.

Conditional-Incomplete Admission (CIA)

- Graduate Conditional-Incomplete Admission (p. 16)
- Professional Conditional-Incomplete Admission (p. 16)

Graduate

The Conditional-Incomplete Admission (CIA) status is most often utilized when, 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 in 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. Visit the university website for specific program application requirements (<http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program>) within each school or college.

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

The following must be submitted before consideration for CIA status:

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

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

Some departments and schools may specify which courses a student may 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.

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 to be eligible to apply for financial aid for that term.

Professional

Students are often granted admission with incomplete admissions requirements, particularly if they are enrolled in courses at another institution during their admissions process. In these cases, students are obligated to complete admissions requirements before the last date of the first term enrolled (unless otherwise noted by the academic department). This includes submission of all final official transcripts, with no in-progress coursework. Failure to satisfactorily complete all requirements may result in the withdrawal of the university's acceptance offer, or forfeiture of financial aid and registration privileges.

Note that students are not eligible to receive financial aid until their admissions requirements are submitted in full. Financial aid cannot be awarded retroactively for terms in which a student took classes but was not fully admitted to their specific program.

Course Modalities and Instructional Activities

Undergraduate, graduate, and professional programs are taught in a variety of formats including face-to-face, online (including various methods of distance learning), and a combination of these formats known as blended. Further, the proportion of method of instruction meets with their learning style. Information on whether programs are online, face-to-face, or blended can be found in the university catalogs.

Some undergraduate, graduate, and professional programs may have clinical placements, fieldwork, or practicum assignments at clinics, schools, hospitals, or other APU-approved organizations that meet specific program degree and/or certification requirements. Such placements and assignments may need to be completed within the geographic vicinity of Azusa Pacific University's campus or regional locations. Check with your department of interest regarding these requirements as part of your admission process, especially if there is a possibility you may relocate out of the area before your program is completed.

Asynchronous online classes have no required class meetings for live interaction with the instructor and/or class. Students have a time frame for participation each week, but they may contribute whenever they choose in accordance with course instructions. Online students must be able to use the internet and have a computer with internet connectivity.

Credit by Examination

Credit may be earned by professional students through competency examinations. There are three examinations recognized by the university: Advanced Placement (AP) tests (<http://catalog.apu.edu/undergraduate/admission-policies/credit-examination/credit-advanced-placement-ap-exams>), the College Level Examination Program (CLEP) (<http://catalog.apu.edu/undergraduate/academic-resources-auxiliary/learning-enrichment-center/testing-proctoring-services/testing/clep>), and the International Baccalaureate (IB) program (<http://catalog.apu.edu/undergraduate/admission-policies/credit-examination/credit-international-baccalaureate-ib-program>).

Credit is granted to professional students who score a three or higher on an AP test, meet the cut-off level (individually determined by each APU department or school) in CLEP subject area tests, or earn a five or higher on the IB higher-level exams (see details on following pages).

There is no maximum number of credits that can be accumulated from these tests. Credit received by examination is tuition-free and applies toward the total requirement for graduation from the university.

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

Challenge exams for professional students are available only in the School of Nursing (<http://catalog.apu.edu/graduateprofessional/nursing>) according to specific guidelines.

No CLEP credit is allowed in a student's final semester.

English Proficiency Requirements

- Graduate English Proficiency Requirements (p. 17)
- Professional English Proficiency Requirements (p. 18)

Graduate

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:

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

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

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

The iBT must be taken no more than two years before the start of an APU program. Specific graduate departments may require a higher score. See specific program areas for more 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) (p. 14) placement test, or consider studying for and passing the highest level 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 have the English proficiency exam requirement waived. Verification of English as the language of instruction is required.

In addition, students must enroll in TESL 500 during their first term at Azusa Pacific University regardless of English proficiency exam score. During the first class session, students have an opportunity to demonstrate proficiency in English; if they meet this, they 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.

Professional

Students whose native language is not English must demonstrate or gain English proficiency in order to study at Azusa Pacific University. There are several ways to demonstrate and fulfill the English proficiency requirement:

1. Prior studies in English

Students can demonstrate English proficiency by verifying that their prior studies (secondary or postsecondary school) were conducted in English. Students must verify all of the following:

- Completed at least 48 academic semester units without ESL support/classes.
- Studies in English ended no more than two years before applying to APU.
- The language of instruction was English.

To verify these points, students must provide academic transcripts along with an official letter from the institution where they studied stating that the language of instruction was English.

2. English testing by one of the following two options:

A. International standardized English tests (TOEFL and IELTS)

Students can demonstrate English proficiency by submitting a TOEFL or IELTS score report that meets or exceeds the requirements listed below. The university considers the component scores for admissions.

IELTS

| | Total (Top Score: 9) |
|--------------------------|----------------------|
| Conditional ¹ | 5.5 |
| Undergraduate | 6.0 |
| Graduate | 7 |
| Doctorate | 8 |

TOEFL

| | Listening (Top Score: 30) | Reading (Top Score: 30) | Writing (Top Score: 30) | Speaking (Top Score: 30) |
|--------------------------|---------------------------|-------------------------|-------------------------|--------------------------|
| Conditional ¹ | 16 | 16 | 18 | 15 |
| Undergraduate | 20 | 20 | 22 | 18 |
| Graduate | 22 | 22 | 24 | 22 |
| Doctorate | 25 | 25 | 25 | 25 |

¹ Note that even with a high enough total score, you may be required to take ALCI or TESL 100 depending on subset scores or other indicators in your applications. TESL 100 is a university-level course that provides additional support to meet the English proficiency requirement, and it counts toward graduation requirements. In addition, you can take more academic units along with TESL 100.

| | | |
|---------------|------------------------|--|
| Scores | IELTS: 5.5 | |
| | TOEFL Speaking: 15-17 | Corresponding English Course: TESL 100 |
| | TOEFL Listening: 16-19 | |
| Scores | IELTS: 5.5 | |
| | TOEFL Reading: 16-19 | Corresponding English Course: TESL 100 |
| | TOEFL Writing: 18-21 | |

B. APU English placement test

Students can also demonstrate English proficiency by taking a placement test through the American Language and Culture Institute (ALCI) (p. 14). This placement test is administered on campus at APU. Contact the International Center (p. 79) for schedules, fees, and locations for the APU English placement test.

3. Completion of an intensive English language program at APU

ALCI is an intensive English language program at APU. Those who qualify academically for undergraduate or graduate admission to APU and choose to fulfill the English proficiency requirement through study in the ALCI program are offered conditional admission to the university. Successful completion of Level 4 is the minimum proficiency level for undergraduate students, and Level 6 for graduate students, to continue academic programs after ALCI studies. Students must submit a separate application for ALCI.

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 registrar in the Graduate and Professional Center (p. 73).

International Admissions

An international student at APU is defined as any individual who is planning to attend the university while on a student visa or other kind of visa. Applicants in this category are required to apply to APU through International Enrollment Services (<http://www.apu.edu/international/enrollment>). There may be a few exceptions.

Azusa Pacific University is authorized under federal law by U.S. Citizenship and Immigration Services (CIS) and the U.S. Department of State to enroll nonimmigrant alien undergraduate and graduate students as well as intensive English students. APU issues and administers the I-20 and DS 2019 (F-1 and J-1 status documents, respectively). APU is able to issue I-20s for the Azusa campus as well as for the following regional locations, for programs appropriate to each location: San Diego, Orange County, and Los Angeles. Not all degree programs are available at the regional locations.

To be considered for admission to an APU graduate or professional program as an international applicant, you must meet all the requirements listed in the Admission to the University (p. 13) section of the catalog, as well as a few requirements unique to international applicants:

1. Affidavit of Financial Support and bank statement¹ proving ability to pay for education costs through personal, family, or sponsor resources
2. Certified English proficiency (See English Proficiency Requirements (p. 17))
3. Official transcripts sent from previously attended schools directly to APU. Transcripts must be in original language and English.
4. Copy of passport

¹ One year's tuition may be required prior to issuing the United States immigration document.

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

Note: Individual departments may have additional requirements. See the applicable program (p. 69) for specific information.

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

International Enrollment Services
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
+1-626-812-3055
Fax: +1-626-815-3801
international@apu.edu
apu.edu/international/enrollment/

Program Application Requirements

For additional application procedures and forms for the specific program to which you are applying, visit the appropriate college/school page of the university website, or view the program-specific requirement pages for graduate programs (<http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program/graduate>) and professional programs (<http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program/professional>).

Azusa Pacific Seminary

apu.edu/seminary

College of Liberal Arts and Sciences

apu.edu/clas

College of Music and the Arts

apu.edu/cma

School of Behavioral and Applied Sciences

apu.edu/bas

School of Business and Management

apu.edu/business

School of Education

apu.edu/education

School of Nursing

apu.edu/nursing

University Libraries

apu.edu/library

Reservation of Rights

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

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

To apply for admission to Azusa Pacific University, applicants must submit an application form available online at apu.edu/apply/.

Mailing Address:

Graduate and Professional 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) 815-4571
gpadmissions@apu.edu
apu.edu/gpc/admissions

Applicants who plan on attending on a student visa must apply through International Enrollment Services (see International Admissions (p. 19)).

Transcripts

- Graduate Transcript Policies (p. 21)
- Professional Transcript Policies (p. 21)

Graduate

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 that Azusa Pacific University receives unopened in an envelope sealed by the former institution and that bears the official seal of the college or university. APU reserves the right to require transcripts sent directly from the former institution. The baccalaureate degree transcript may be waived, with approval of the academic program, if an applicant has earned a regionally accredited master's or doctoral degree prior to applying to APU.

APU alumni need not request official transcripts for baccalaureate coursework from the undergraduate registrar. When applying for a graduate program, the Office of Graduate and Professional Admissions will obtain a copy for the graduate application 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 and Professional Admissions in the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter>) 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 (p. 51) under Academic Policies and Procedures in this catalog.

Professional

Students must submit official transcripts from any and all colleges and universities attended, whether or not credit was given. An official transcript is one that Azusa Pacific University receives unopened in an envelope sealed by the issuing institution(s) and that bears the official seal of that college or university. Azusa Pacific University reserves the right to request that the transcript be sent directly from the issuing institution(s).

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

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.

International transcripts must be translated into English and certified by an authorized official. International transcripts must be evaluated by an approved agency, which creates an official Transcript Equivalency Report, to verify that the international units are comparable to units from a regionally accredited college or university in the United States. An official copy of this Transcript Equivalency Report is submitted with a student's official transcript for university admission consideration.

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

Azusa Pacific University accepts the completed Intersegmental General Education Transfer Curriculum (IGETC) and the California State University General Education Breadth (CSU GE) certifications as fulfilling the lower-division General Education program requirements. However, all APU students are required to complete the requisite number of God's Word and the Christian Response and upper-division General Education courses. In the cases of both the IGETC and CSU GE, the certification must be complete and obtained from the respective community college before the student matriculates to APU. Students who do not receive full certification will be evaluated by standard course-to-course articulation and will follow the General Education for transfer students.

For more information, read the General Education Information for Professional Transfer Students (p. 54) section under Academic Policies and Procedures in this catalog.

Veterans' Education Benefits

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

APU proudly participates in the Yellow Ribbon Program (<http://www.apu.edu/militaryeducation>), which is a provision of the Post-9/11 Veterans Education Assistance Act of 2008. APU awards eligible students up to half the net cost of tuition not covered by the standard cap set yearly by the U.S. Department of Veterans Affairs. To receive Yellow Ribbon funds, the student must be 100 percent eligible under Chapter 33 of the GI Bill.

Note: Active-duty personnel receiving Chapter 33 benefits, and spouses of active-duty personnel receiving Transfer of Entitlement (TOE) benefits, are not eligible for the Yellow Ribbon Program.

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Academic Advising

Academic advising at Azusa Pacific University provides individual academic advising conferences, contributes to successful completion of degree requirements, and promotes student development through discussion of abilities and appropriate personal and occupational choices. Each program, school, and/or department follows differing modes of academic advising. Students should refer to their specific program to determine how advising is conducted in that program.

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

Academic Integrity

The practice of academic integrity to ensure the quality of education is the responsibility of each member of the education 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 education 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.
 - a. 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.
 - b. Students may not allow others to conduct research or prepare any work for them without advance authorization from the instructor.
 - c. 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 students or expel them from their programs in documented cases of egregious or persistent violations. Academic integrity violations not directly connected to one class may be handled by the program director, department chair, or dean, as appropriate. Students wishing to appeal a sanction may follow the Graduate and Professional Student Grievance and Appeal Procedures (p. 38).

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 satisfactory progress.

In the event that the GPA drops below the minimum 3.0, 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 GPA is not maintained. Probation and dismissal actions are posted on a student's transcript.

A professional student must maintain a cumulative GPA of 2.0 in classes required for the major. In the event that the GPA drops below the minimum 2.0, 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.

Furthermore, all School of Education students have additional requirements regarding academic probation and dismissal. Refer to the School of Education Academic Policies (p. 295) catalog page for more details. For questions connected to those policies, contact the School of Education dean's office.

Change of Program

Admission to a graduate or professional program at Azusa Pacific University is program specific. If a student changes plans and wishes to enroll in a program other than that to which he or she was accepted, the student must submit a Change of Program Form (<http://www.apu.edu/graduateprofessionalcenter/download>) to the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter>). International students must contact the International Center (<http://www.apu.edu/international>).

A program representative 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.

Classification of Professional Students

Professional Undergraduate Classification

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

| | |
|-----------|-------------------|
| Freshman | 0-29 units |
| Sophomore | at least 30 units |
| Junior | at least 60 units |
| Senior | at least 90 units |

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

Freshmen and sophomores have lower-division standing, juniors and seniors have upper-division standing.

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:

Graduate Programs

Azusa Pacific Seminary

| | |
|------|-----------------------------------|
| GBBL | Biblical Studies |
| GDMN | Doctoral Ministry |
| GINS | Integrative Studies |
| GMIN | Ministry |
| GPHL | Philosophy |
| GTHE | Theology |
| GURS | Urban Studies |
| TUL | Transformational Urban Leadership |

College of Liberal Arts and Sciences

| | |
|------|------------------------|
| BIOT | Biotechnology |
| ENGL | English |
| MSIT | Information Technology |
| TESL | TESOL |

College of Music and the Arts

| | |
|------|---------------------------|
| ART | Fine Arts and Art History |
| CMUS | Commercial Music |
| GMUS | Music |
| SCW | Screenwriting |

School of Behavioral and Applied Sciences

| | |
|------|--|
| AT | Athletic Training |
| CCSD | College Counseling and Student Development |
| GLDR | Global Leadership |
| HED | Higher Education |
| LDRS | Leadership |
| OPSY | Organizational Psychology |
| PCLS | Psychology Child Life Specialist |
| PE | Physical Education |
| PPSY | Clinical Psychology |
| PT | Physical Therapy |
| SOCW | Social Work |

School of Business and Management

| | |
|------|--|
| ACCT | Accounting |
| BUSI | Business Administration |
| ECON | Economics |
| ENTR | Entrepreneurship |
| FIN | Finance |
| HROD | Human Resources and Organizational Development |
| MGMT | Management |
| MKTG | Marketing |
| WEB | Web and Information Technology |

School of Education

| | |
|------|-----------------------------|
| ABA | Applied Behavioral Analysis |
| EDCO | Educational Counseling |
| EDL | Educational Leadership |

| | |
|------|-------------------------------------|
| EDPY | Educational Psychology |
| EDTC | Educational Technology – Online |
| EDUC | Education |
| SPED | Special Education |
| TEG | Gifted and Talented Education |
| TEP | Teacher Education |
| TESP | Teacher Education-Special Education |

School of Nursing

| | |
|------|---------|
| GNRS | Nursing |
|------|---------|

Office of the Provost

| | |
|------|---------------------|
| GRAD | Faculty Development |
|------|---------------------|

University Libraries

| | |
|-----|----------------------------------|
| LIB | Library and Information Services |
|-----|----------------------------------|

Professional Programs

| | |
|------|---------------------------|
| PRAR | Art |
| PRBI | Biology |
| PRBL | Biblical Studies |
| PRCH | Chemistry |
| PRCJ | Criminal Justice |
| PRCO | Communication Studies |
| PRLS | Education-Liberal Studies |
| PREN | English |
| PRGL | Global Studies |
| PRHI | History |
| PRHU | Humanities |
| PRMA | Mathematics |
| PRMI | Ministry |
| PRMU | Music |
| PRPE | Physical Education |
| PRPH | Philosophy |
| PRPO | Political Science |
| PRPS | Psychology |
| PRPY | Physics |
| PRSW | Social Work |
| PRSO | Sociology |
| PRTH | Theology |
| PRWR | Writing |
| RNRS | Professional Nursing |
| UNRS | Undergraduate Nursing |

The following guide may be used when reference is made to any given course.

- 100-299, lower-division professional
- 300-499, upper-division professional
- 500-599, master's credit
- 600-699, master's credit (may also grant doctoral credit)
- 700-799, doctoral credit
- 800-899, graduate noncredit

- 900-999, continuing education courses

English Proficiency in the Classroom

A student's ability to speak English with clear pronunciation is an important part of a university education. It is assumed that the graduate or professional 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 write in English is below the necessary standard, an instructor may refer him/her to the department chair, who may require him/her to enroll in a noncredit program at the student's expense. This program is designed to enable the student to raise his/her English communication ability.

Enrollment

Students will receive academic credit only for courses in which they are officially enrolled. Enrollment is mandatory. Enrollment deadlines are published in the Academic Calendar (<http://www.apu.edu/calendar/academic>). Students are expected to enroll online or submit an Enrollment Activity Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms>) by the returning students' registration due date.

- Adding and Dropping Classes (p. 28)
- Administrative Withdrawal (p. 28)
- Auditing (p. 28)
- Course Modalities and Instructional Activities (p. 29)
- Course Tutorial (p. 29)
- Independent Study (p. 29)
- Late Enrollment (p. 29)
- Repeated Courses (p. 30)

Adding and Dropping Classes

Students may add and drop classes without financial penalty until the Last Day to Register, Add/Drop Classes, or Submit Independent Study Proposals. Graduate and professional students may do this online at home.apu.edu or by submitting an Enrollment Activity Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms>). Such changes may be made only during the dates listed in the Academic Calendar (<http://www.apu.edu/calendar/academic>). International students must obtain approval from the International Center (<http://www.apu.edu/international>) to add or drop a class. Following the deadline to drop a class, a student must withdraw according to policies and procedures as stated in the Withdrawal (p. 55) section of this catalog.

A drop will not be permitted after the deadline, except in cases of extenuating circumstances due to accident or illness, serious personal or family problems, or military transfer. Valid documentation is required. An Enrollment Activity Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms>) with valid documentation may be submitted to the registrar's office in the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter>) for evaluation. The dates of the extenuating circumstances substantiated by documentation must have occurred during the course's session and will determine the authorized drop action date. Without valid documentation, any drop request received after the deadline published in the Academic Calendar will be processed as a withdrawal. It is the student's responsibility to check with Student Financial Services (<http://www.apu.edu/graduateprofessionalcenter/sfs>) to determine how an approved late drop or withdrawal may affect his or her financial aid. Also see the Withdrawal (p. 55) section of this catalog.

Administrative Withdrawal

Nonenrollment for a period of two consecutive terms will result in administrative withdrawal from the university. See the Academic Calendars (<http://www.apu.edu/calendar/academic>) for complete term and session information. An administrative withdrawal does not change a student's posted grades or account balance; neither does it generate a refund of any kind. Reapplication and department reacceptance are required to enroll again. Students who are reaccepted will be held to the current Graduate and Professional Catalog requirements, which may entail additional degree requirements. The initial enrollment in the degree program will determine the time limit for completing the degree. In rare instances, extensions may be requested by petition. Granting of such a petition may entail additional degree requirements and/or repeating of courses that have expired.

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 per-unit tuition rate. Students may not change their audit classification to obtain credit after the Last Day to Add or Drop Classes, or change from credit to audit after the Last Day to Withdraw from Classes. See the Academic Calendar (<http://www.apu.edu/calendar/academic>) for dates.

Students must submit an Enrollment Activity Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms>) to the Office of the Graduate and Professional Registrar in order to enroll in a class for audit. The word AUDIT must be clearly written in the middle of the chart section of the Enrollment Activity Form.

Course Modalities and Instructional Activities

Undergraduate, graduate, and professional programs are taught in a variety of formats including face-to-face, online (including various methods of distance learning), and a combination of these formats known as blended. Further, the proportion of method of instruction meets with their learning style. Information on whether programs are online, face-to-face, or blended can be found in the university catalogs.

Some undergraduate, graduate, and professional programs may have clinical placements, fieldwork, or practicum assignments at clinics, schools, hospitals, or other APU-approved organizations that meet specific program degree and/or certification requirements. Such placements and assignments may need to be completed within the geographic vicinity of Azusa Pacific University's campus or regional locations. Check with your department of interest regarding these requirements as part of your admission process, especially if there is a possibility you may relocate out of the area before your program is completed.

Asynchronous online classes have no required class meetings for live interaction with the instructor and/or class. Students have a time frame for participation each week, but they may contribute whenever they choose in accordance with course instructions. Online students must be able to use the internet and have a computer with internet connectivity.

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, it may occasionally be utilized to fulfill a course requirement when a class is cancelled because of low enrollment. The actual course number, instead of an independent study number, is recorded on the student's permanent academic record.

Course tutorial units do not count toward the maximum 6 independent study units allowed in a graduate degree program, or the maximum 9 independent study units allowed in a professional degree program.

An Independent Study/Course Tutorial Application (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms>) and proposal must be submitted to the registrar's office in the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter>) by the Last Day to Add or Drop Classes or Submit Independent Study Proposals. An independent study fee of \$125 per unit will be assessed in addition to the regular tuition charge.

Independent Study

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

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

A professional student (those with 60 or more transferred units) who has a minimum cumulative GPA of 2.5 may receive credit for a maximum of 9 independent study units to be applied toward a degree program. No more than 4 units may be applied toward one project, and a maximum of 9 independent study units may be taken during one academic term. The independent study is recorded as XXX497, XXX498, or XXX499 on the student's permanent academic record.

An Independent Study/Course Tutorial Application (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms>) and proposal must be submitted to the registrar's office in the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter>) by the Last Day to Add or Drop Classes or Submit Independent Study Proposals. An independent study fee of \$125 per unit will be assessed in addition to the regular tuition charge.

Late Enrollment

Students who are unable to enroll before the registration due date may enroll up until the Last Day to Register, as published in the Academic Calendar (<http://www.apu.edu/calendar/academic>). Late enrollment may be requested by submitting an Enrollment Activity Form (<http://www.apu.edu/>

graduateprofessionalcenter/registrar/forms). Professor, dean, and registrar approval for enrollment after the deadline may be granted only in extreme cases where extenuating circumstances are evident and can be substantiated. A \$125 nonrefundable late enrollment fee is charged.

Repeated Courses

Graduate and professional students may repeat courses at Azusa Pacific University up to two times for a total of three times taking any one course. Both grades remain on the academic record, but only the most recent grade is calculated into the student's grade-point average. The units are counted only once. If a repeated course is taken at another institution, the grade and the units of the repeated course will be transferred (providing the course meets the guidelines for transfer).

Students must follow all department major/program policies regarding repetition of courses, as some majors/programs do not allow a major/program-specific course to be repeated more than once. Some graduate programs do allow for multiple repeats of certain courses within the program. Work with your program director for specific guidelines.

It is the responsibility of the student to notify the registrar's office in the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter>) at the time of enrollment when repeating a course. The current tuition rate is charged.

State Authorization

Program Availability in Your State

As Azusa Pacific University is working to meet federal and state authorization requirements in states outside California, APU's home state, we want to bring to your attention that APU's programs are not available in all states. Through the information listed below, we hope to assist you in better meeting your academic goals.

State Authorization of Distance Education

This is a complex and dynamic environment. At this time, APU is unable to offer distance programs or courses to students residing in Alabama, Arkansas, Iowa, Kansas, Maryland, Minnesota, Missouri, Montana, Nebraska, Wisconsin, and Wyoming. We will continue to serve out-of-state students while working with individual state authorization agencies to meet institutional authorization requirements.

If APU cannot currently provide distance education in your state, please check back, as the information changes often. Specific questions about APU's State Authorization of Distance Education can be directed to gpadmissions@apu.edu (gpadmissions@apu.edu).

General Enrollment Information

- Attendance Regulation (p. 30)
- Credit Hours (p. 30)
- Deferment Information (p. 31)
- Final Examinations (p. 31)
- Study Load (p. 31)

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.

Credit Hours

All credits are semester credits. A credit hour, the amount of work established by stated student learning outcomes and achievement, is approximately one hour (or 50-55 minutes) of classroom or direct faculty instruction and a minimum of two hours (for professional) or three hours (for graduate) of out-of-class work each week for a 16-week term (or the equivalent amount of work for a term of a different length). Classroom or direct faculty instruction and out-of-class student work leading to the award of credit hours may vary for courses that require laboratory work, internships, practicums, studio work, online work, research, guided study, study away, and other academic work to achieve the identified student learning outcomes. In addition, student workload may vary based upon program expectations established by national or regional accrediting bodies.

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

Deferment Information

In general, to qualify for loan deferment, a student must be enrolled at least half time (see the Study Load policy (p. 31) for enrollment definitions). Students should contact their lender with questions regarding the terms of 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. Students are considered enrolled as of the first day of class in a session. Updated enrollment statuses for all enrolled and recently withdrawn students are submitted to the National Student Clearinghouse once per month but may take several weeks to be relayed to lenders. If a student needs verification in the interim, they can request that a deferment letter be sent to their lender.

Final Examinations

Assessment of learning takes 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.

Study Load

Academic terms are broadly defined by the designations: fall, spring, and summer (sometimes titled Summer B). Sessions of varying numbers of weeks are offered within each term. Enrollment in all sessions within one term form a student's enrollment status for study load standards, financial aid eligibility, and prior student loan deferment purposes. All units earned through Azusa Pacific University, regardless of the number of weeks in the session in which they are taken, are semester units. See the Academic Calendar (<http://www.apu.edu/calendar/academic>) for specific term and session information.

For professional bachelor's degree completion programs, enrollment status is calculated as:

Fall, Spring, or Summer

- 6-8 units is half-time status
- 9-11 units is three-quarter-time status
- 12 or more units is full-time status

For the Master of Arts in Clinical Psychology (MFT) program, enrollment status is calculated as:

Fall or Spring

- 4 units is half-time status
- 5-6 units is three-quarter-time status
- 7 or more units is full-time status

Summer

- 3-4 units is half-time status
- 5 units is three-quarter-time status
- 6 or more units is full-time status

For nursing master's degree and credential/certificate programs, enrollment status is calculated as:

Fall, Spring, or Summer

- 3-4 units is half-time status
- 5 units is three-quarter-time status
- 6 or more units is full-time status

For the Master of Social Work (MSW) program and master's degrees within the School of Theology: Azusa Pacific Seminary, enrollment status is calculated as:

Fall or Spring

- 4-5 units is half-time status
- 6-7 units is three-quarter-time status
- 8 or more units is full-time status

Summer

- 3-4 units is half-time status
- 5 units is three-quarter-time status
- 6 or more units is full-time status

For teaching credential/certificate programs, enrollment status is calculated as:**Fall, Spring, or Summer**

- 6-8 units is half-time status
- 9-11 units is three-quarter-time status
- 12 or more units is full-time status

For all other master's degrees and certificate/credential-only programs not mentioned above, enrollment status is calculated as:**Fall or Spring**

- 5-6 units is half-time status
- 7-8 units is three-quarter-time status
- 9 or more units is full-time status

Summer

- 3-4 units is half-time status
- 5 units is three-quarter-time status
- 6 or more units is full-time status

For doctoral and clinical fellowship programs, enrollment status is calculated as:**Fall, Spring, or Summer**

- 3-4 units is half-time status
- 5 units is three-quarter-time status
- 6 or more units is full-time status

With certain restrictions, students at the dissertation level are considered full time if enrolled in any one of the following courses:

| | | |
|-----------|--|-----|
| EDUC 777 | Dissertation | 2 |
| EDUC 794 | Dissertation Research | 3-6 |
| EDUC 795 | Dissertation Research | 3 |
| GDMN 790 | Ministry Project | 4 |
| GDMN 792 | Ministry Project Continuation | 0 |
| GNRS 733A | Residency IA | 1 |
| GNRS 733B | Residency IB | 1 |
| GNRS 733C | Residency IC | 1 |
| GNRS 734A | Residency IIA | 1 |
| GNRS 734B | Residency IIB | 1 |
| GNRS 734C | Residency IIC | 1 |
| GNRS 735 | Translational Research Project Seminar | 3 |
| GNRS 780 | Doctoral Seminar I: Elements of a Proposal and IRB Application | 3 |
| GNRS 781 | Doctoral Seminar II: Developing a Grant Proposal | 3 |
| GNRS 782 | Doctoral Seminar III: Writing for Publication | 3 |
| GNRS 783 | Doctoral Seminar IV: Developing Professional Presentations | 3 |
| GNRS 784 | Dissertation Seminar V | 2-4 |

| | | |
|----------|--------------------------------------|---|
| GNRS 798 | Continuous Doctoral Study | 0 |
| HED 790 | Doctoral Seminar in Research Studies | 2 |
| HED 791 | Dissertation Proposal I | 1 |
| HED 792 | Dissertation Proposal II | 1 |
| HED 794 | Dissertation Research I | 3 |
| HED 795 | Dissertation Research II | 3 |
| PPSY 731 | Dissertation Development | 1 |
| PPSY 745 | Dissertation I | 1 |
| PPSY 746 | Dissertation II | 1 |
| PPSY 747 | Dissertation III | 1 |
| PPSY 748 | Dissertation IV | 1 |
| PPSY 750 | Predoctoral Internship | 1 |
| PPSY 752 | Predoctoral Internship | 0 |
| PPSY 755 | Dissertation V | 1 |
| PPSY 756 | Dissertation VI | 1 |
| PPSY 787 | Dissertation Continuation | 0 |
| PPSY 795 | Dissertation Continuation | 3 |

Good Academic Standing

Professional students are considered to be in good academic standing if they maintain a cumulative grade-point average (GPA) of 2.0.

Graduate certificate, credential, or master's degree students are considered to be in good academic standing if they maintain a cumulative GPA of 3.0.

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.

All School of Education students have additional requirements related to good academic standing; refer to the School of Education Academic Policies (p. 295) catalog page for further details. If you have questions about School of Education (<http://www.apu.edu/education>) policies, contact the appropriate program or department.

Grade Change Process

A graduate or professional 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. No grade changes can be made to the academic record after the degree has been posted. Work completed or corrected after the close of the grading period without an approved Incomplete Form does not justify a grade change.

If the student is not satisfied after discussing the grade with the instructor, he/she has the option to submit to the registrar's office an Academic General Petition (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms>) form challenging the grade. This form is available from the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter>) and online and must be returned to the registrar's office in the Graduate and Professional Center.

A change of grade may be given on recommendation of the professor and permission of the department chair and/or dean. The grade challenge must be received within one year of the last day of the term of enrollment in the course. Questions regarding the grade change process should be directed to the registrar's office.

To appeal a denial of a petition for a grade change, see the Graduate and Professional Student Grievance and Appeal Procedures (p. 38) section.

Grading

Grades are based on the daily work of classroom projects and examinations. Scholarship is ranked as follows:

| | |
|---|--|
| A | Exceptional |
| B | Good for graduate work; superior for professional |
| C | Below average for graduate work; average for professional |
| D | Unsatisfactory, no credit awarded for graduate work; poor for professional |
| F | Failure |

| | |
|---|------------|
| I | Incomplete |
| 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. Refer to individual sections within the catalog for specific program information. Some departments and/or schools require a higher minimum grade for coursework to meet program requirements.

Grade type (*A-F* versus credit/no credit or pass/fail) cannot change unless an official course change has been approved by the appropriate council prior to the course being offered for a particular term. Unit values for a course cannot be changed from the published values unless an official course change has been approved by the appropriate council prior to the term the course is taken.

For each credit, points are awarded according to the grade earned as follows:

| | |
|-----------------------|--|
| Grade A | 4.0 points |
| Grade A- | 3.7 points |
| Grade B+ | 3.3 points |
| Grade B | 3.0 points |
| Grade B- | 2.7 points |
| Grade C+ | 2.3 points |
| Grade C | 2.0 points |
| Grade C- | 1.7 points |
| Grade D+ | 0 points for graduate work; 1.3 points for professional work |
| Grade D | 0 points for graduate work; 1.0 point for professional work |
| Grade D- | 0 points for graduate work; 0.7 point for professional work |
| Grade F | 0 points |
| Grade FN | 0 points |
| Grade W ¹ | 0 points |
| Grade I ¹ | Incomplete |
| Grade IN ¹ | Incomplete—No Paperwork |
| Grade NC | 0 points, No Credit |
| Grade AU ¹ | 0 points, Audit |
| Grade CR ¹ | 0 points, Credit |
| Grade P ¹ | 0 points, Pass |
| Grade IP ¹ | 0 points, In Progress (professional only) |
| Grade NG ¹ | 0 points, No Grade |
| Grade NR | 0 points, Not Recorded (professional only) |

¹ Does not affect grade-point average

The grade *I* (Incomplete) is to be given only if special circumstances exist. An Incomplete grade may be given upon recommendation of the professor with permission of the dean and/or chair of the respective school and/or department.

To obtain an Incomplete, the student must fill out the Incomplete Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms>) available from the Office of the Registrar in the Graduate and Professional Center and obtain all necessary signatures before the last day of the course. An extension may be granted for up to 12 weeks from the last day of the term. The amount of time and specific coursework required is determined by the faculty of record, based upon the nature of the student's request and the remaining work that is to be completed for the course.

An Incomplete not made up within the extended time period will be automatically changed to the grade agreed upon in the Instructor and Student Agreement section of the Incomplete Form. Petitions for one additional extension for up to 12 weeks may be requested and are subject to review and decision by the faculty member, program director, department chair, and/or dean of the school.

The grade *IN* (Incomplete—No Paperwork) is a temporary grade that may be recorded by an instructor while the Incomplete Form is in process. An *IN* entered by the instructor without the subsequent submission of the proper form will automatically become an *F*. Work corrected or completed after the close of the grading period, without an approved Incomplete Form, does not justify a grade change (see also Grade Change Process (p. 33)).

Graduation Requirements and Commencement

Graduation is not automatic upon completion of all coursework in a degree program. Students who intend to graduate must complete an Intent to Commence and/or Graduate Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms>) and file it with the registrar's office in the Graduate and Professional Center (<http://apu.edu/graduateprofessionalcenter>) along with the current graduation fee. See the Academic Calendar (<http://www.apu.edu/calendar/academic>) for deadlines. Submission of the form is mandatory whether or not the student intends to participate in a commencement ceremony. Ceremony dates are listed in the Academic Calendar.

A degree is granted based on the completion of all requirements prior to degree posting dates. This includes verification of maintaining the minimum grade-point average for the degree program.

- Additional Degree Requirements (p. 36)
- Additional Degree or Concurrent Program Requirements (p. 35)
- Application for Graduation (p. 36)
- Commencement (p. 36)
- Course Replacement and Substitution (p. 36)
- Degree Posting (p. 36)
- Determining Degree Requirements (p. 37)
- Grade-point Average Requirement (p. 37)
- Honors at Commencement (p. 37)
- Normal Progress Toward a Degree and Time Limit for Degree (p. 37)
- Residence Requirement (p. 38)
- Thesis (p. 38)

Additional Degree or Concurrent Program Requirements

Graduate

A person 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 representatives of both 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 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 subsequent degree is taken in the same field, two-thirds of the required courses must be different from those of the first degree. The subsequent, same-field master's or concurrent graduate degree is not eligible for transfer credit or additional course substitutions.

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

Professional

Azusa Pacific University will award a maximum of two bachelor degrees in any combination, such as two B.A.s or one B.A. and one B.S., under the following conditions:

1. Candidates for additional degrees must meet the University Residence policy.
2. A minimum of 150 units is required for the two degrees.
3. Students must complete all of the required courses listed in the catalog for both degrees.
4. Not more than six upper-division courses may be common to both degrees (excluding General Education requirements).
5. Thirty units must be unique to the second degree, of which at least 18 units must be upper division.
6. General Education courses completed for one degree may be applied toward the second degree.

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. Check with the department for specific requirements.

Application for Graduation

Graduation is not automatic upon completion of all coursework in a degree program. Students who intend to graduate must submit an Intent to Commence and/or Graduate Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms>) at least 120 days prior to degree posting, along with the current graduation fee. Submission of the form is mandatory whether or not the student intends to participate in a commencement ceremony. The graduation dates are listed in the Academic Calendar (<http://www.apu.edu/calendar/academic>).

A degree is granted based on the completion of all requirements prior to degree posting dates. This includes verification of maintaining the minimum grade-point average for the degree program.

Commencement

Commencement ceremonies are held twice a year—at the end of the fall term and at the end of the spring term. The president of the university, by the authority of the trustees and on recommendation of the faculty, awards the degrees. Details regarding the ceremonies are mailed approximately four to six weeks prior to commencement to prospective participants who have submitted an Intent to Commence and/or Graduate Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms>). To participate in commencement, all academic requirements must be complete or in process, and all financial obligations to the university must be met.

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 that become part of the student's academic record.

Degree Posting

The university posts professional degrees on the 1st and 15th of each month. All degree requirements must be met prior to the posting date.

The university posts graduate degrees to students' permanent records four times each year according to a predetermined schedule. All degree requirements, including milestones dependent on program, must be met prior to the posting date. The posting dates for graduate students are at the end of each regular term (fall, spring, summer, and at the end of the Summer 1 session). The regular terms and sessions for graduate students, with approximate posting dates shown in parentheses, are:

- Fall Term (December 16)
- Fall I and II Sessions (December 16)
- Spring Term (May 5)
- Spring I and II Sessions (May 5)
- Summer Term (September 1)
- Summer 12-week Session (July 28)
- Summer I Session (July 28)
- Summer II Session (September 1)

All doctoral degrees will be posted on the 1st and 15th of each month pending completion of all degree requirements, such as dissertation defense, presentation, submission, publishing approval, conference attendance, internship completion, etc.

Furthermore, for those master's students who either choose or are required to complete a thesis, all requirements connected to said thesis and submission must be complete prior to degree posting.

For degrees completed on dates other than these, the posting will occur on the next scheduled posting date.

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

Determining Degree Requirements

A graduate or professional 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. Students are responsible to notify the registrar's office if they are electing to graduate under the current academic catalog. Substitutions for discontinued courses may be authorized or required by the program department or appropriate school.

Professional students electing to switch catalogs should be aware that adopting a new catalog will require completion of all new requirements in that catalog, including any possible changes in General Education, academic majors, minors, concentrations and emphases, and appropriate academic policies.

Absence due to an approved educational leave shall not be considered an interruption in attendance if such absence is for the duration of two years or less. Administrative withdrawal is not considered "an approved educational leave" (see also Leaves of Absence (p. 55)). When a student changes programs, the academic requirements applied will be determined as of the date of declaration or subsequent change.

Grade-point Average Requirement

All graduate 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 programs at Azusa Pacific Seminary (<http://www.apu.edu/seminary>). Refer to individual sections within the catalog for specific information. Some departments and/or schools also require a minimum cumulative GPA in certain courses.

All professional students must earn a minimum cumulative GPA of 2.0 in all university work attempted and/or completed at Azusa Pacific University. Some departments and/or schools also require a minimum cumulative GPA for major-specific courses.

Honors at Commencement

Qualifying professional bachelor's students (excludes Entry-Level Master's in Nursing students) may graduate with the following Latin honors: *summa cum laude*, *magna cum laude*, or *cum laude*. The minimum GPA requirements for honors are as follows:

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

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

Normal Progress Toward a Degree and Time Limit for Degree

In most APU graduate programs, a student has a maximum of eight years to complete a master's or doctoral degree, beginning from the term of initial enrollment in the degree program. An academic year is comprised of three terms: fall, spring and summer. However, students have a maximum of five years to complete a graduate degree in the School of Business and Management. School of Education students have a maximum of five years to complete all program requirements, with the exception of doctoral students who have six years to complete all program requirements. 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. Students seeking the Master of Arts in Clinical Psychology: Marriage and Family Therapy must complete their degree in a minimum of two years and a maximum of four. Under special circumstances, a student in this program may be granted a fifth year to complete the degree.

For all students, in rare instances, extensions may be requested by petition. Granting of such a petition may entail additional degree requirements and/or repeating classes that have expired.

A professional student has seven years from the date of his or her first registration at Azusa Pacific University to complete his or her degree under the catalog in effect at the date of first registration. Students who continue in attendance beyond the seventh year may elect to meet the graduation requirements of the catalog in effect in the eighth year of attendance or the catalog in effect at the year of graduation.

Residence Requirement

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

To earn an professional degree, the following units must be earned at APU:

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

Neither transfer credit (including correspondence courses) nor credit by examination (CLEP, AP, IB) may be used to fulfill the above residence requirement.

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 *APU Style and Format Handbook for Master's Theses* 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.

Grievance and Appeal Procedures

Graduate and Professional Student Grievance and Appeal Procedures (p. 38)

Disability Grievance Policy for Students (p. 40)

Graduate and Professional Student Grievance and Appeal Procedures

Azusa Pacific University provides a means by which graduate and professional students may file a grievance or an appeal for academic and student conduct 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 (p. 33)), and the decisions made as a result of the Graduate and Professional Student Standards of Conduct. For specific policies related to harassment (<http://www.apu.edu/judicialaffairs/conduct/policies>) or Internet uses (p. 78), 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 that, in the opinion of the student, is a response to behavior that is claimed by the student to adversely affect the student and is perceived as capricious, prejudicial, or an arbitrary action on the part of any university employee, or an arbitrary or unfair imposition of sanctions.

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

1. Initial Grievance and Appeal Procedures

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

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

2. Guidelines for Filing a Grievance

In the event that the above procedures fail to resolve the problem, the student will indicate in writing the nature of the grievance, the evidence upon which it is based, and the redress sought. This letter, along with all supporting document(s), should be submitted to the vice provost for graduate programs. The supporting documents should include a written response from the dean or relevant university vice president. In the case of an appeal of a sanction through the student conduct procedure, the supporting documents must include the sanction letter. 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 (e.g., final meeting with the dean) in which to file his/her written statement. The time limit may be extended by the vice provost for graduate programs at his/her sole discretion upon presentation of good cause.
 - b. The grievance process is initiated by submission of a written statement to the vice provost for graduate programs. The grievance document should be a complete set of materials that the student would like the Grievance Committee to review. Additional materials will be accepted later only in extenuating circumstances, at the discretion of the committee chair. The grievance statement must include:
 - i Names of the parties involved.
 - ii A clear statement of the nature of the grievance.
 - iii A narrative of the incident including
 1. What occurred
 2. When it occurred
 3. Where it occurred
 4. Who was present
 - iv Evidence on which the grievance is based including supporting documents.
 - v Why this constitutes capricious, prejudicial, or arbitrary action on behalf of a staff or faculty member.
 - vi What has been done to resolve the grievance per the "Initial Grievance and Appeal Procedures" above.
 - vii The desired outcome(s).
 - viii 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 anyone, including the 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. The names of the Grievance Committee members will be reviewed in advance of the committee meeting with the student, who can confirm that he/she is not aware of any bias against him/her on the part of any of the committee members.
- ## 3. The Grievance Committee
- a. Appointment of Committee Membership:
 - i The provost will designate the vice provost for graduate programs or other designee to appoint the Grievance Committee.

- ii The vice provost for graduate programs (or in the absence of such individual, such other individual designated by the provost) shall appoint the members of the Grievance Committee.
 - b. Membership:
 - i The vice provost for graduate programs or other individual designated by the provost will serve as chair (nonvoting except in case of tie due to absent members)
 - ii An academic dean (not from school or college involved)
 - iii Two faculty members (or two staff members if the grievance is about staff)
 - iv Two graduate students not from the grieving student's department
 - v For any grievance concerning alleged discrimination or harassment, the director of human resources shall serve on the Grievance Committee.
 - c. Voting:
 - i All members (except the vice provost for graduate programs or designee, who is nonvoting) 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:
 - i 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).
- 4. Committee Process**
- a. The grievance procedure shall act as a vehicle for communication among the parties, and provide, through prescribed procedures, a process through which a student-initiated grievance can be resolved.
 - b. The grievance process is initiated by submission of a grievance statement in writing to the vice provost for graduate programs or designee. The vice provost for graduate programs will submit a copy of the grievance to each member of the Grievance Committee prior to the hearing. Thereupon, the committee will be activated and a meeting will be held to consider the matter.
 - c. The involved student and university employee(s) may be present at the committee meetings, except during deliberation. The meetings shall be held at times when both parties can be present. Either party may seek a support person who must be a university employee or student in that school or college. The function of the support person shall not include that of advocacy nor shall the support person have a role in the committee's meetings.
 - d. Accurate minutes of the grievance procedure shall be kept in a confidential university file of the committee's proceedings. The hearing may also be audio recorded at the option of the chair of the Grievance Committee.
 - e. In cases of conflicting information and/or when additional information is desired, the committee may request testimony from additional witnesses having information pertinent to the grievance. The committee may choose to convene more than one time if necessary.
 - f. No printed materials or notes may be taken from the meeting (other than the official minutes).
 - g. The parties and committee members may not discuss the case outside the meeting.
 - h. The committee will decide on the matter by simple majority and confidential vote. Both parties will be notified, in writing, within one week of the decision. The committee's vote is confidential and the decision shall be final.

5. 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. An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833; [bppe.ca.gov](http://www.bppe.ca.gov) (<http://www.bppe.ca.gov>); (888) 370-7589 (phone); and (916) 263-1897 (fax).

Disability Grievance Policy for Students

1. Policy Against Disability-Related Discrimination

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

2. Administration of this Grievance Procedure; Compliance Officers

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

If any student has a claim of discrimination based on harassment related to a claimed disability, where the alleged harassment is committed by another APU student or other APU students, the aggrieved student should follow the Harassment Reporting Procedures outlined in section 3.0 of the Student Standards of Conduct. In all other cases, unless otherwise provided herein, this grievance procedure, rather than other general APU

grievance procedures (including the Graduate Student Grievance and Appeal Procedures and the Undergraduate Grievance Policies) shall govern any disability-related grievances. Please use this grievance process if there are also non-disability-related issues, and the grievance officer will consider whether to address all matters together or whether a separate process will be required for the non-disability-related issues. Questions of which grievance procedure to apply will be decided by the Section 504 compliance officer.

For grievances initiated by students, the executive director of human resources is the university's Section 504 compliance officer charged with administering this grievance procedure as well as ensuring compliance with applicable laws. The executive director of human resources can be reached by telephone at (626) 815-4526.

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

3. Informal Resolution

Prior to initiating the formal complaint procedure set forth below in Part 4, the student must first pursue the following informal procedures. The source of the alleged discrimination dictates the informal procedures that the student must pursue:

- a. If the issue concerns a claim of discrimination based on the denial of a requested accommodation by the LEC (procedures for requesting an accommodation from the LEC are available in the Graduate Catalog and the Undergraduate Catalog and on the LEC website at apu.edu/lec/), the student must promptly make an appointment to meet with the director of the LEC. The LEC director will meet with the student, review the matter, and promptly issue a written decision and provide a copy of the written decision to the student. If the LEC director's decision is adverse to the student, the LEC director will inform the student of the student's right to file a formal complaint under this grievance process.
- b. If the issue concerns other claims of disability-related discrimination (including, as examples, harassment, lack of accessibility, unequal treatment, or non-LEC denials of accommodations), where the claim is against an APU department, faculty, or staff member or a third party, the student must make best efforts to utilize the informal procedures provided in the Initial Grievance and Appeal Procedures section of the Graduate and Professional Student Grievance and Appeal Procedures (p. 38) (for graduate and professional students), and in the Undergraduate Academic Grievance Policy (<http://catalog.apu.edu/undergraduate/academic-policies/undergraduate-academic-grievance-policy>) (for undergraduate students). In addition, the student is encouraged to raise the issue with the LEC, as the director or associate director for the LEC is available to serve as a resource for informally resolving disability-related grievances. The student is encouraged also to report any claims of harassment by university employees to APU's Office of Human Resources (<http://www.apu.edu/humanresources>) by calling (626) 815-4526.

4. Formal Grievance Process

If the informal procedures in Part 3 above do not resolve the issue to the satisfaction of the student, the student may file a formal complaint in the following manner:

- a. Complaints must be filed as soon as possible, but in no event later than 10 calendar days after the end of the term in which the claimed discrimination occurred.
- b. A complaint must be in writing and include the following:
 - i The student's name, address, email address, phone number, and claimed disability;
 - ii The names of any other persons involved, including, if known, those who committed the alleged discrimination;
 - iii A clear statement of the claimed discrimination based on a disability, including, at a minimum, what occurred, the date(s) it occurred, where it occurred, who was present;
 - iv A description of what efforts have been made to resolve the issue informally;
 - v A statement of the desired outcome; and
 - vi Any other information the student wishes to provide, including statements of any witnesses to the alleged discrimination and any other supporting documentation.
- c. The complaint is to be filed by delivering it to the appropriate Section 504 compliance officer, as provided in Part 2 above. If the student alleges that the appropriate Section 504 compliance officer is the party that allegedly committed the claimed discrimination, the student shall file the complaint with the student's vice provost (e.g., if an undergraduate student alleges that the executive director of human resources discriminated against that student, then the student shall file the complaint by delivering it to the Office of the Vice Provost for Undergraduate Programs; if a graduate student alleges that the executive director of human resources discriminated against that student, then the student shall file the complaint by delivering it to the Office of the Vice Provost for Graduate Programs and Research).
- d. Upon receipt of the complaint, the Section 504 compliance officer will review the complaint for timeliness and compliance with this grievance procedure, and provide the aggrieved student with written notice acknowledging its receipt.
- e. After reviewing the complaint, the Section 504 compliance officer will promptly refer the complaint to an appropriate grievance officer or, in the Section 504 compliance officer's discretion, to a panel of three appropriate grievance officers, who will conduct the initial investigation. An "appropriate" grievance officer is any faculty or staff member who generally is knowledgeable about disability issues and the legal mandates of state and federal disability statutes, and who had no involvement in the discrimination alleged in the complaint at issue. The Section 504 compliance officer promptly will disclose the identity of the chosen grievance officer(s) to the student and the party against whom the complaint is directed. If any party believes any grievance officer is not suited to perform the investigation because of the party's prior interactions with the grievance officer, the party must notify the Section 504 compliance officer in writing within five calendar days of such disclosure.
- f. In undertaking the investigation, the grievance officer or grievance panel may interview, consult with, and/or request a written response to the issues raised in the complaint from, any individual believed by the grievance officer or grievance panel to have relevant information, including faculty, staff, and students. Before the grievance officer or grievance panel concludes the investigation and makes a recommendation, the student shall have the opportunity, if he or she desires, to be heard orally and informally to present witnesses and other relevant information to

the grievance officer or grievance panel. During any such hearing, any party against whom the complaint is directed shall have the right to be present, and also to present witnesses informally and any other relevant information. The hearing is not intended to mimic official court or other legal proceedings; the grievance officer has the authority to conduct the hearing in any organized and reasonable manner, and may question any party or witness and allow any party to question any other party or witness.

- g. The student and the party against whom the complaint is directed each have the right to have a representative present at the hearing. The party shall indicate whether he or she is to be assisted by a representative and, if so, the name of that representative. For purposes of this procedure, an attorney is not an appropriate representative.
- h. Upon completion of the investigation, the grievance officer or grievance panel will prepare and transmit to the referring Section 504 compliance officer, the student, and the party against whom the complaint is directed, an initial report and recommendation, which shall contain a summary of the investigation, written findings, any written materials submitted by the student or any other party, and a proposed disposition with proposed remedies (if appropriate). This transmission will be expected within 30 calendar days of the filing of the formal complaint.
- i. Within 15 calendar days of receipt of the grievance officer's or grievance panel's initial report and recommendation, the Section 504 compliance officer will issue a final report adopting, rejecting, or adopting with modifications the grievance officer's or grievance panel's initial report and recommendation. No party may submit additional materials to the Section 504 compliance officer unless specifically requested by the Section 504 compliance officer. In issuing the final report, the Section 504 compliance officer shall take reasonable steps to ensure consistency with final reports previously issued under this policy.
- j. The final report issued by the Section 504 compliance officer shall be distributed in writing to the student and to the party against whom the complaint is directed, and shall be put into effect promptly. The final report may also be provided, where appropriate, to any university officer whose authority will be needed to carry out the remedies or to determine whether any personnel action is appropriate.
- k. The initial report and recommendation and the final report shall be kept confidential by the student and the party against whom the complaint is directed, and may not be disclosed without the written consent of the issuer of the report.
- l. The student or any party against whom the grievance or the proposed disposition is directed may appeal. The appeal to the provost (as set forth below) will not suspend the implementation of the final report, except in those circumstances where the provost decides that good cause exists, making the suspension of implementation appropriate.

5. Remedies

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

6. Appeal

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

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

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

- a. Were the proper facts and criteria brought to bear on the decision? Were improper or extraneous facts or criteria brought to bear that substantially affected the decision to the detriment of the appellant?
- b. Were there any procedural irregularities that substantially affected the outcome of the matter to the detriment of the appellant?
- c. Given the proper facts, criteria, and procedures, was the decision reasonable?

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

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

Deadlines

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

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

Petition Process

A petition process exists for students who seek an exception to stated academic policies, procedures, and regulations. Academic General Petition (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms>) forms are available from the Graduate and Professional Center (<http://www.apu.edu/>)

graduateprofessionalcenter) and must be returned to the registrar's office in the Graduate and Professional 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.

Reservation of Rights

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

This catalog supersedes all previous catalogs. The policies expressed in this catalog and each subsequent catalog will be controlling regardless of any policies stated in a previous catalog received by the student upon his or her admission. However, there are exceptions in certain cases regarding course requirements. See Graduation Requirements and Commencement (p. 35).

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

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 (p. 57). 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 to or subsequent to any default by the debtors shall not be considered a binding precedent or modification of this policy.

Standards of Conduct

Student Standards of Conduct

Azusa Pacific University is an institution built on Four Cornerstones (<http://www.apu.edu/about/cornerstones>): Christ, Scholarship, Community, and Service. In this section we focus on the cornerstone of 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.

An understanding of the importance of Community within the Azusa Pacific University setting is fundamental when considering our Standards of Conduct. In order for our mission to be fulfilled and in order for our students to have a rewarding experience, we must uphold some basic principles of Community within our educational context. Therefore, our Standards of Conduct are founded on basic principles necessary to sustain this cornerstone of Community. These Standards of Conduct include individual integrity, respect for others, and respect for the University. When together we practice these Standards of Conduct, we are most likely to live out and experience the God-given benefit of Community as intended at APU.

Individual Integrity—Members of the APU Community are expected to act honestly and responsibly, not only in their academic pursuits, but also in their interactions with others and in their dealings within the Community.

Respect for Others—As mentioned above, we strive “to encourage, equip and enable each student to fulfill his or her great potential, and in turn, encourage, equip, and enable others.” In order to facilitate this mission, Community members should treat one another with respect and fairness, allowing all members to explore and grow in their educational pursuits at APU.

Respect for the University—The University's general resources and physical property are fundamental to its mission. Respect for these resources is essential.

Professional Standards of Conduct

Some academic departments and programs have expectations of student conduct specific to their profession and/or discipline. In addition, they also have administrative procedures for addressing alleged violations of those expectations. Students should refer to their program handbooks, where those exist, for details on conduct expectations and the process for addressing infractions. The Student Standards of Conduct discussed in this section of the catalog convey the University's expectations of all graduate and professional students and should be understood as University-wide requirements in addition to program-specific requirements. Departments will manage alleged violations of departmental conduct expectations, where procedures for such exist. Beyond that, the University policies and procedures stated here will apply.

Student Conduct Offenses and Policies

All those affiliated with the University are expected to practice care and respect for all persons. While our members largely fulfill this expectation, it is important to understand and outline this expectation and indicate recognized offenses and policies. In keeping with the University's commitment to Community, including (as outlined above) individual integrity, respect for others and respect for the University, the following offenses are provided as specific examples of undesirable conduct. This list does not define misconduct in exhaustive terms and may not describe all potential violations.

Offenses:

1. Behavior that disrupts or materially interferes with the basic rights of others and the educational functions of the University.

Comment: The University will not tolerate behavior and/or the use of indecent/obscene language when it interferes with the rights of others to learn, meet, teach, and engage in a free exchange of ideas in a safe and peaceful environment. Nor will the University tolerate actions that interfere with others' rights to use and enjoy the resources and facilities of the University; for example, disruptive behavior in classroom settings.

2. Actions that:
 - a. Result in, or can be reasonably expected to result in, physical harm to a person or persons
 - b. Are unreasonably disruptive to the University Community and/or its neighborhoods
 - c. Result in or can be reasonably expected to result in damage to property
 - d. Result in theft or attempted theft of property
 - e. Result in possession of stolen property

Comment: Offense 2 encompasses a wide range of behavior, including but not limited to threatening or endangering the physical or emotional safety of another individual, assault, vandalism, throwing, hurling or firing projectiles without regard for persons or property, and matters related to theft.

3. Acts of Sexual Misconduct as defined:
 - a. Sexual Harassment: Sexual harassment is unwelcome conduct of a sexual nature. It can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, such as sexual assault or acts of sexual violence, including domestic violence, dating violence, and stalking. Conduct need not be severe, pervasive, or both in order to amount to sexual harassment.
 - b. Sexual Violence: Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to legal status (i.e., minor) or an intellectual or other disability.

Comment: The University is committed to fostering a positive learning and working environment on University premises and within University-sponsored programs. Members of this Community condemn sexual harassment and sexual violence of any kind by any employee or student. The University will investigate all complaints of sexual harassment and sexual violence and take appropriate corrective action, including disciplinary measures, when warranted.

Note: For complaints of Sexual Harassment, Stalking, and Sexual Violence, please refer to the APU Title IX (<http://www.apu.edu/stopabuse>) website for support services and reporting procedures at [apu.edu/stopabuse/](http://www.apu.edu/stopabuse/).

4. Harassment: Subjecting another person or group to abusive, threatening, intimidating, or harassing actions, including, but not limited to those based on race, color, religion, gender, disability, age, economic status, ethnicity, national origin, sexual orientation, or gender identity.

Comment: Harassment may take place in any form, including conduct that is verbal, physical, written, graphic, or visual. Such conduct includes but is not limited to objectionable epithets, demeaning depictions or treatment, the threatened or actual abuse or harm based on discrimination toward others' attributes as stated above. Harassment may also take place in the form of a hostile environment, which is any harassment that is sufficiently severe, persistent, or pervasive so as to interfere with or limit the ability for a student to participate in or benefit from the University's programs or activities.

Also see "Harassment Reporting Procedures (p. 47)" in this section.

5. Alcohol and/or Drugs:
 - a. Illegal possession or illegal use of alcohol, drugs and/or drug paraphernalia, including the illicit use of legal drugs
 - b. Otherwise legal possession and/or use of alcohol on University property or at University-sponsored activities/events
 - c. Illegal provision, sale, or possession of drugs or alcohol with intent to sell/provide drugs and/or alcohol and/or drug paraphernalia

Comment: APU's Identity Statement on Alcohol (<http://www.apu.edu/about/alcohol>) reflects a commitment to "creating a God-honoring environment that is safe and healthy for all community members." Our policy indicates that APU will not fund the purchase of or permit the distribution of alcohol and that alcohol is not to be present on University premises or served at University events/activities, or used by members of the Community when on University premises or at University-sponsored events/activities. When APU graduate or professional students are present at professional conferences and/or events not directly sponsored by APU, students are expected to make responsible decisions

concerning alcohol use, as indicated in APU's Identity Statement on Alcohol. In addition, the University prohibits the unlawful distribution of alcohol/use of alcohol to/by individuals under the age of 21.

Also see "Alcohol and Drugs Federal Mandate (p. 48)" under References in this section.

Also see "Identity Statement (<http://www.apu.edu/about/alcohol>)" on Alcohol found online and in the APU document, "What We Believe (<http://www.apu.edu/about/believe>)."

6. Tobacco: Use or display of any form of tobacco on University premises or at any University-sponsored event/activity.

Comment: In the interest of common health concerns, the University provides a tobacco-free environment.

7. Possession, use or distribution of firearms, ammunition, explosives, or other weapons.

Comment: The University includes the following in its definition of weapons: any type of firearms, including but not limited to BB/pellet guns, paint guns, air guns, air soft guns, taser guns, any facsimile of a gun or any counterfeit firearm, blow guns, blow gun ammunition, switch blades, bows and arrows, explosive devices, martial arts weapons, fireworks, water balloon launchers, and all other weapons listed in the California penal code section 12020 and/or other weapons considered illegal or dangerous by a University official.

8. Failing to comply with the directive(s) of a University official, including refusing to identify oneself or refusing to present University identification to a University staff member, including members of Campus Safety.

Comment: The University Community depends upon the cooperation of all of its members to assure reasonable safety and security.

9. Misrepresentation or obstruction of University processes or procedures:

- a. Lying or materially misrepresenting information to a University official or body, including members of Campus Safety
- b. Lying in the course of a Student Conduct Procedure constitutes an offense
- c. Otherwise abusing the Student Conduct Procedure or other University administrative processes
- d. Violation of the terms of any disciplinary sanction levied through the Student Conduct Procedure.

Comment: Offenses listed above include fraudulent use of University identification cards. Lying or misrepresentation that inhibits or interferes with an official University investigation or hearing will be considered a serious offense.

10. Unacceptable Use of Computer Resources: Use of University Computer Resources for illegal purposes, to transmit or receive threatening, obscene, or harassing materials, for unsolicited advertising, for personal for-profit business, or in violation of the Internet Acceptable Use Policy.

Comment: Violations to the policy are subject to system management, the Internet Policy Committee, and may be subject to the Student Conduct Procedure.

Also see "Internet Acceptable Use Policy (p. 78)."

Student Conduct Procedure Directives

Right to Process

Students whose behavior is alleged to have violated the Student Standards of Conduct have a right to due process and will be treated justly and fairly. This means that the Student Conduct Procedure will be implemented in a timely and reasonable manner. The Procedure involves three components:

- Notification — A student has the right to proper notice of the policy he/she allegedly violated and when his/her case will be heard. However, based on the information gathered through the Student Conduct Procedure (i.e., during the hearing process), a student may be held responsible to additional violations than what was originally listed in the notification letter.
- Right to be heard — A student has the right to present his/her viewpoint and position and provide supporting information, and to have it considered by a University official.
- Information — Decisions in cases of alleged violations of the Student Standards of Conduct are based on reasonable and available supporting information.

The Student Conduct Procedure for graduate students at APU is a process designed to insure accountability and fairness in the adjudication of alleged violations of the Student Standards of Conduct. All allegations of violations attributed to graduate students are reviewed through a process not intended in any way to mimic a court or legal proceedings. Decisions made regarding an alleged violation are ultimately based upon what the University would consider to be "a reasonable belief" of what occurred and not upon "rules of evidence" similar to that of a court legal system.

Administrative Discretion

In exigent circumstances the University reserves the right to remove any graduate student from the University premises at the discretion of the Executive Director of Graduate and Professional Student Support Services (p. 74) or designee, as deemed necessary for the safety or well-being of the student or others. Such removal will be followed by a decision made under the Student Conduct Procedure described below.

Student Conduct Procedure

All alleged violations of the Student Standards of Conduct are reviewed through a process referred to as the Student Conduct Procedure. This procedure involves three components: information gathering, mediation and/or hearing, and the consideration of sanctions. Depending on the severity and location of the offense, the procedure will be administered by one or more University adjudicating officer(s).

Information Gathering

An information gathering process begins when the Office of Graduate and Professional Student Affairs (p. 73) is notified of an alleged violation of the Student Standards of Conduct. The Director of Graduate and Professional Student Affairs or designee(s) (hereafter, "adjudicating officer") will notify the student's dean of an alleged violation and then initiate an investigation into an incident or matter which will entail interviewing those with knowledge of the matter and verifying information regarding the alleged violation.

Hearing: Once information has been gathered, the adjudicating officer may refer allegations of violations to the Student Standards of Conduct and may proceed to a hearing. The adjudicating officer will notify the student and schedule a hearing to allow the student alleged to have violated the Student Standards of Conduct an opportunity to hear and present information related to the allegation. The adjudicating officer may invite witnesses or others involved, as appropriate. All hearings are closed and the proceedings may be kept confidential at the discretion of the University. Hearings may be recorded at the discretion of the University.

Although hearings are closed, students who wish to have a support person present at a hearing may request one in writing to the adjudicating officer, no less than three days prior to the hearing. The support person cannot be a family member or any legal counsel, may not actively participate in the hearing, and must receive approval to attend the hearing in writing from the adjudicating officer.

The information gathering and hearing processes may occur simultaneously. Information gathered from anonymous (i.e. unknown) sources or confidential reporters may be used in the hearing and as a part of the decision making process.

Consideration of Sanctions

At the end of the information gathering and hearing process, the adjudicating officer will communicate a decision in writing to the student and the student's academic dean. The written decision will include, where appropriate, a summation of findings. Sanctions will be imposed when there is information indicating that the student violated the Student Standards of Conduct. The following are sanctions that may be imposed upon any student for violating the Student Standards of Conduct (not listed in a prescribed order nor an exhaustive list):

- Warning — Verbal or written warnings may be given for violations of the Student Standards of Conduct. (Disclaimer: This sanction may be imposed without a hearing.)
- Restitution/reimbursement or fine — Damage or misuse of University property or failure to follow University policy or procedure may require a student to make restitution or pay a fine.
- Probation — A student may be placed on probation for a specified period of time. During this time, further violations of University policy may result in the student's suspension or dismissal from the University.
- Interim suspension — Imposed immediately, and for a stated period of time, when the seriousness of the offense is such that the members of the Community, including the accused student, may be threatened by his/her continued presence. (Disclaimer: This sanction may be imposed prior to a hearing.)
- University suspension — Separation of the student from the University for a specified period of time. (Conditions for readmission may be required.)
- University dismissal — Permanent separation of the student from the University.
- Other appropriate remedial measures — The adjudicating officer may impose other sanction(s) as deemed appropriate.

Appeals

Students wishing to appeal a sanction should follow the procedures described in the section, "Graduate and Professional Student Grievance and Appeal Procedures (p. 38)."

Additional Explanations

- Occasionally, the rules of the University and the law will overlap, but the University does not attempt to duplicate the law. The University reserves the right to pursue matters through its non-academic disciplinary procedures that may also be addressed in the legal system.
- Serious or persistent minor violations of University rules or regulations may result in suspension or expulsion.
- The University reserves the right to refer incidents of misconduct to civil or criminal authorities.
- The University may implement the Student Conduct Procedure for an offense committed off-campus (including during online activity) when:
 - The victim of such an offense is a member of the University Community; or
 - The offense occurred at a University-sponsored event; or

- The student used his or her status as a member of the University Community to assist in the commission of the offense (for example, a student ID card to pass bad checks, fraudulent information provided for federal funds); or
- The offense affects the University.

Harassment Policy

The University will investigate all complaints of harassment reported to a non-confidential support system and take appropriate corrective action, including disciplinary measures and/or sanctions, when warranted. Students are encouraged to report all incidents of harassment.

Note: For complaints of Sexual Harassment, Stalking, and Sexual Violence, please refer to the APU Title IX (<http://www.apu.edu/stopabuse>) website for support services and reporting procedures at [apu.edu/stopabuse/](http://www.apu.edu/stopabuse/).

Harassment Reporting Procedures

Confidential Support System

Students who do not desire to see the University respond to a concern but need and desire support should contact one of the following offices for confidential counseling and support:

- The University Counseling Center (<http://www.apu.edu/counselingcenter>): (626) 815-2109 (kcross@apu.edu)
- Office of the Chaplain/SoulQuest (<http://www.apu.edu/chaplain/soulquest>): (626) 815-3243 (chaplainoffice@apu.edu)

Formal Support System

The formal support system provides students an opportunity to file or defend a formal complaint in the University's accountability process, seek personal counseling, and find community resources to assist in dealing with the issue. The formal reporting process can be initiated by contacting a member of one of the following offices:

- Executive Director of Graduate and Professional Student Support Services: (626) 815-4626 (phorn@apu.edu)
- Executive Director of Military and Veteran Services: (626) 815-4617 (ebrooks@apu.edu)
- Executive Director of Graduate and Professional Admissions and Regional Campuses: (626) 815-4616 (alipson@apu.edu)
- Executive Director of Graduate and Professional Student Financial Services and Registrar: (626) 815-4599 (mmjohnson@apu.edu)
- Director of Graduate and Professional Student Affairs: (626) 815-4602 (mlove@apu.edu)
- Department of Campus Safety: (626) 815-3898 (campussafety@apu.edu)
- Office of Human Resources: (626) 815-4526 (jbaugus@apu.edu)

Formal Complaint

The University will investigate all complaints of harassment reported to a non-confidential support system and take appropriate corrective action, including disciplinary measures and/or sanctions, when warranted. When the accused is an APU student or student group, the complainant is encouraged to pursue a formal University complaint. If harmed on APU property by an APU student, the complainant need not be a student. A University complaint can be used to establish violations of the Student Standards of Conduct, but not whether or not a criminal act has been committed. When an individual believes that a crime has been committed, it is recommended that charges be filed with the local criminal justice system. Although there is no time limit on the filing of campus complaints as long as the offender is still a member of the APU Community, prompt reporting is likely to result in a more satisfactory investigation because memories are fresh and witnesses are more readily available.

Complaints against other graduate students or graduate student groups should be filed through the Office of Graduate and Professional Student Affairs (p. 73) at (626) 815-4602. Complaints against an employee of APU should be filed through the Office of Human Resources (<http://www.apu.edu/humanresources>) at (626) 815-4526. Complaints against individuals who are not members of the APU community should be filed through the Office of Graduate and Professional Student Affairs.

Once a formal complaint is filed, it goes to an information gathering and hearing process to determine the appropriate response. For a complete outline of this process, see the "Student Conduct Procedure" above.

With respect to the University's disciplinary process, APU reserves the right to take whatever measures it deems necessary in order to protect students' rights and personal safety. Such measures include, but are not limited to, summary removal of an accused student from campus pending a hearing, and reporting to the local police. The University will consider the concerns and rights of both the complainant and the person accused of misconduct.

Sanctions

The University will seek through the process to achieve reconciliation of the parties impacted. In these matters, the University response may include probation, suspension, or expulsion from the University for the responsible party. A party found not responsible for a policy violation will not be subject to sanction. As long as it does not interfere with the process, effort will be made to keep the identities of all parties involved confidential.

References

Complaints: An individual may contact the Bureau of Private Postsecondary Education for review of a complaint. The bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, [bppe.ca.gov](http://www.bppe.ca.gov) (<http://www.bppe.ca.gov>), and (916) 431-6924 (phone) and (916) 263-1897 (facsimile).

Alcohol and Drugs Federal Mandate: The federal government mandated on October 1, 1990 that there will be no illegal drug use by students, staff, or faculty on college campuses anywhere in the United States. At its November 22, 1991 meeting, the Board of Trustees of Azusa Pacific University adopted the following policy statement to comply with the law. The policy, which is to be shared in writing with students, staff, and faculty, is as follows:

On November 18, 1988, Congress passed the Drug-Free Workplace Act of 1988 (P.L. 100-690, Title V, Subtitle D; 41 U.S.C. 701 et. seq.). This statute requires contractors and grantees of federal agencies to certify that they will provide a drug-free workplace. Making this required certification is a precondition for receiving a contract or grant from a federal agency.

Pursuant to the Drug-Free Workplace Act of 1988, it is unlawful to manufacture, distribute, dispense, possess, or use controlled substances at university work sites and/or while performing university activities, events, or business. The Drug-Free Schools and Communities Act Amendments of 1989 (P.L. 101-226) amends the 1988 law, stating that it is also unlawful to manufacture, distribute, dispense, possess, use, or sell illicit drugs and alcohol in the workplace, at any university activities or events, or while performing university business.

Compliance for Students: The University makes every effort to provide and maintain a drug-free campus. Pursuant to the Drug-Free Schools and Communities Act Amendments of 1989, it is unlawful to manufacture, distribute, dispense, possess, use, or sell illicit drugs and alcohol in all buildings, property, facilities, service areas, and satellite centers of the University. All students are required to comply with this policy as a condition of their continued enrollment. Any student violating this policy will be subject to the judicial procedure, including suspension and possible expulsion.

Local, state, and federal laws establish severe penalties for violations of drug and alcohol statutes. These sanctions, upon conviction, may range from a fine to life imprisonment. In the case of possession and distribution of illegal drugs, these sanctions could include the seizure and summary forfeiture of property, including vehicles. It is especially important to know that federal laws have established penalties for illegally distributing drugs to include life imprisonment and fines in excess of \$1,000,000. Some examples of local or state laws are as follows:

- Unlawful possession of a narcotic drug is punishable by imprisonment in the state prison.
- The purchase, possession, or consumption of any alcoholic beverages (including beer and wine) by any person under the age of 21 is prohibited.
- It is not permissible to provide alcohol to a person under the age of 21.
- Serving alcohol to an intoxicated person is prohibited.
- Selling any alcoholic beverages, either directly or indirectly, except under the authority of a California Alcoholic Beverage Control License, is prohibited.
- It is a felony to induce another person to take various drugs and "intoxicating agents" with the intent of enabling oneself or the drugged person to commit a felony. The person who induced the other may be regarded as a principal in any crime committed.
- Any person found in a public place to be under the influence of an intoxicating liquor or drug and unable to care for his/her own safety, or who is interfering with the use of a public way, is guilty of disorderly conduct, which is a misdemeanor.

In addition, pursuant to federal law, a student's eligibility for federal financial aid may be suspended if the student is convicted, under federal or state law, of any offense involving the possession or sale of illegal drugs.

Help for Students: Alcohol/drug abuse counseling, treatment, rehabilitation information, referral information, and social service directories for Los Angeles County are available in the Student Health Center, University Counseling Center, and the Office of Graduate and Professional Student Affairs.

Definitions: The use of illegal drugs and tobacco and abuse of alcohol may have serious health consequences, including damage to the heart, lungs, and other organs. Alcohol accidents are the number one cause of death for persons aged 15-24. The most significant health risk, besides death, is addiction. Chemical dependency is a disease that, if not arrested, is fatal. Illegal drug use or possession may involve, but is not limited to the following substances:

- **Alcohol**

Even low doses of alcohol significantly impair the judgment and coordination needed to operate vehicles. Small amounts also lower inhibitions. Moderate to high doses cause marked impairments in higher mental functions, memory, and ability to learn and recall information. High doses cause respiratory depression and death. Long-term consumption, particularly when combined with poor nutrition, can lead to dependence and permanent damage to vital organs such as the brain and the liver.

If combined with other depressants that affect the central nervous system, even low doses of alcohol will produce adverse effects. Mothers who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. These infants have irreversible physical abnormalities and mental retardation.

- **Tobacco/Nicotine**

Immediate effects include relaxation and increased confidence and metabolism. Smokers are more likely than nonsmokers to contract heart disease. Thirty percent of cancer deaths are linked to smoking. Chronic obstructive lung diseases, such as emphysema and chronic bronchitis, are 10 times more likely to occur among smokers than nonsmokers. Smoking during pregnancy also poses risks such as spontaneous abortion, premature

birth, and low birth weights. Fetal and infant deaths are more likely to occur when the pregnant woman is a smoker. Tobacco/nicotine is both psychologically and physically addictive.

- **Cannabis: Marijuana, THC, Hashish, Hashish Oil**

Physical effects of cannabis include increased heart rate and appetite, bloodshot eyes, and dry mouth and throat. Use of cannabis may impair or reduce ability to drive an automobile or perform tasks requiring concentration and coordination. Motivation and cognition may be altered making the acquisition of new information difficult. Marijuana, hashish, THC, etc., can also produce paranoia and psychosis. Long-term use may result in possible lung damage, reduced sperm count and mobility, and affect ovulation cycles. Cannabis can also be psychologically addictive.

- **Cocaine/Crack**

Cocaine stimulates the central nervous system. Its immediate effects include dilated pupils and elevated blood pressure, heart and respiratory rates, and body temperature. Occasional use can cause nasal irritation; chronic use can ulcerate the mucous membrane of the nose. Crack or freebase rock is extremely addictive. Physical effects include dilated pupils, increased pulse rate, elevated blood pressure, insomnia, loss of appetite, tactile hallucinations, paranoia, and seizures. The use of cocaine can cause death by cardiac arrest or respiratory failure.

- **Stimulants: Amphetamines, Crank, Ice, Methamphetamines**

Stimulants cause increased heart and respiratory rates, elevated blood pressure, dilated pupils, and decreased appetite. Users may experience sweating, headaches, blurred vision, dizziness, sleeplessness, and anxiety. Extremely high doses can cause rapid or irregular heartbeat, tremors, loss of coordination, and physical collapse. An amphetamine injection creates a sudden increase in blood pressure that can result in stroke, very high fever, or heart failure. In addition to physical effects, feelings of restlessness, anxiety, and moodiness can result. Use of large amounts over a long period of time can cause amphetamine psychosis, including hallucinations, delusions, and paranoia. The use of amphetamines can cause physical and psychological dependence.

- **Hallucinogens: PCP, LSD**

Phencyclidine (PCP) interrupts the functions of the neocortex, possibly resulting in self-inflicted injuries. Users may experience a sense of distance and estrangement, loss of muscular coordination, and speech impairment. Large doses may produce convulsions and coma as well as heart and lung failure.

Lysergic Acid (LSD), mescaline, and psilocybin cause illusions and hallucinations. Physical effects may include dilated pupils, elevated body temperature, increased heart rate and blood pressure, loss of appetite, sleeplessness, tremors, and psychological reactions. Users may experience panic, confusion, suspicion, anxiety, and loss of control. Delayed effects or flashbacks can occur even after use has ceased. Use of hallucinogens can cause psychological dependence.

Students who possess, distribute, and/or use alcohol, narcotics, or other intoxicants may be subject to the disciplinary process. Students present on campus while under the influence of illicit drugs or alcohol are subject to disciplinary process even if their consumption was off campus.

- **Anabolic Steroids**

Steroid users subject themselves to more than 70 side effects, ranging in severity from acne to liver abnormalities to psychological reactions. The liver and cardiovascular and reproductive systems are most seriously affected by use. In males, use can cause withered testicles, sterility, and impotence. In females, masculine traits can develop along with breast reduction and sterility. Psychological effects in both sexes include very aggressive behavior known as "road rage" and depression. While some side effects appear quickly, others such as heart attacks and strokes may not show up for years.

Review: The University will conduct a biennial review of its alcohol and drug regulations to determine their effectiveness and implement changes as needed to ensure that the sanctions developed are consistently enforced.

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 are 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).

- Directory Information (p. 50)
- Disclosure of Student Records (p. 50)
- Notification of Rights Under FERPA (p. 50)
- Release of Transcripts (p. 51)
- Right of Access (p. 52)

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: name of student, address (both local and permanent, including email address), telephone number (both local and permanent), photographs, dates of registered attendance, enrollment status (e.g., full-time or part-time), school or division of enrollment, major field of study, nature and dates of degrees and awards received, participation in officially recognized activities and sports, and weight and height of members of athletic teams. 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 nondirectory 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

- a. 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);
- b. 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);
- c. a person serving on the Board of Trustees;
- d. 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

- i performing a task that is specified in his or her job description or contract agreement;
- ii performing a task related to a student's education;
- iii performing a task related to the discipline of a student;
- iv providing a service or benefit relating to the student or student's family (such as health care, counseling, job placement, or financial aid); or
- v 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 registrar's office in the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter>) 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:

Registrar's Office—Graduate and Professional Center
Azusa Pacific University
PO Box 7000
Azusa, California 91702-7000

Release of Transcripts

Transcripts of Azusa Pacific University coursework are available approximately six weeks after the completion of courses. Requests must be made online (<http://getmytranscript.com>) and should include the following information:

- Student's name
- Last term/semester attended
- Where the transcript is to be sent
- Number of copies required
- Date of graduation (if applicable)
- Social Security number
- Student ID and student's signature

The fee is \$5 per copy and there is a service fee of \$2.25 per address. Requests are submitted online through the National Student Clearinghouse. Visit getmytranscript.com (<http://getmytranscript.com>) and select Azusa Pacific University—Graduate and Professional to place an order. Requests take approximately 7-10 working days to process. Rush transcripts are available (within two working days) for an additional charge. Contact the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter>) 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.

Transfer Credit

- Graduate Transfer Credit (p. 52)
- Professional Transfer Credit (p. 52)

Graduate

Appropriate transfer work may be accepted toward a master's degree. Students in doctoral programs should refer to those sections in the catalog for information regarding transfer units. Transfer units may not exceed 20 percent¹ 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.

Transfer credit may be denied if any of the following is requested:

- Undergraduate coursework requested as transfer credit for an Azusa Pacific University master's degree program.
- Transfer credit or course substitution into a subsequent Azusa Pacific University master's degree.

Students in doctoral programs should refer to those sections in the catalog for information regarding transfer units. Master's degree coursework does not count as transfer credit into an Azusa Pacific University doctoral degree program.

Courses for transfer must be approved by the student's department or school, as well as by the registrar's office in the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter>) following submission of the APU Substitution and Transfer Credit Request Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms>).

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

Professional

Azusa Pacific University may accept transfer credit for equivalent courses from schools accredited by regional agencies recognized by the Council for Higher Education Administration (CHEA). To be awarded credit for transfer work, professional students must complete and submit a Transfer Inquiry Form (<http://www.apu.edu/graduateprofessionalcenter/download>) to the registrar's office and receive approval prior to registration for the course. In addition, students must complete the transfer course (including correspondence courses) with a grade of *C-* or higher. APU's credit is given on a 4.0 scale for transfer work. No upper-division credit can be given for courses taken at a community or junior college. Quarter units will be converted into semester units.

All courses must be baccalaureate level and intended for transfer. Remedial courses and vocational/technical courses are not accepted. Students must complete transfer work with a grade of *C-* or higher. APU's credit is given on a 4.0 grade scale.

Courses taken through online agencies, services, and institutions will not be accepted to APU unless the host university is regionally accredited.

The university can give credit for no more than 70 units of coursework from a community or junior college and 90 units from a four-year institution. All quarter units will be converted to semester units. APU grants two semester units of credit for every three quarter units.

For information on transfer guidelines, see:

- Concurrent Enrollment Policy for Professional Students (p. 53)
- Correspondence Course Credit for Professional Students (p. 53)
- General Education Information for Professional Transfer Students (p. 54)
- Military Credit Policy (p. 55)

Prior Learning Assessment

Prior Learning Assessment (PLA) is the evaluation of learning that has taken place outside the traditional classroom for the purpose of awarding college credit. PLA is a WASC-approved process to help students articulate college-level learning that may be used to earn units toward elective or general education requirements for their degree. The student may use a variety of pathways to earn PLA units. These include:

1. Kolb-model Experiential Learning Essays
2. Credit for some military experience
3. Submission of professional/technical training documents

The maximum number of units that may be earned with PLA is 30, and units may be applied only toward professional undergraduate degree programs. If credit for an Experiential Learning Essay is not granted after the first review, students may re-submit one additional time. Students are charged a per-unit fee and a one-time evaluation fee that may be found under Graduate and Professional Student Financial Services (<http://www.apu.edu/graduateprofessionalcenter/sfs/costs>) on the APU website. Financial aid is not available for these fees.

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

¹ Some exceptions to the 20 percent limit apply in the School of Nursing (p. 402) and Azusa Pacific Seminary (p. 501). Please refer to those sections within the catalog for specific department policies.

Concurrent Enrollment Policy for Professional Students

Professional students wishing to take courses at another institution while enrolled at APU should obtain prior approval from the registrar in the Graduate and Professional Center. All courses must be approved through a Transfer Inquiry Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms>). Without prior written approval from the registrar's office, transfer credits may be denied.

Correspondence Course Credit for Professional Students

Correspondence education for professional students is defined as education through one or more courses by an institution that provides instructional materials by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, lacks regularity and substance, and is primarily initiated by the student. Courses are typically self-paced. Correspondence education is not the same as distance education. This policy is not applicable to every degree program; check with specific academic departments.

- A maximum of 9 semester units of correspondence credit may be applied toward an Azusa Pacific University professional degree.
- Students must earn a grade of C- or higher in eligible courses and receive prior approval from the registrar in the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter>). Students must also obtain prior written consent from department faculty.
- Correspondence courses must be offered by a regionally accredited or Association of Biblical Higher Education-accredited college or university.
- No more than 6 units may be transferred to meet General Education core requirements in Biblical, Theological, and Philosophical Formation. Students transferring at the senior level may complete only 3 units by correspondence, none of which may apply to the core category of Biblical, Theological, and Philosophical Formation.
- All correspondence courses must be cleared through the normal graduation clearance process. Students should work with their academic progress counselor in the registrar's office in the Graduate and Professional Center to address special circumstances.

General Education Information for Professional Transfer Students

Professional students transferring to Azusa Pacific University may have some of their General Education requirements met by classes taken at their previous institution(s). Additionally, the unit requirements for the Biblical, Theological, and Philosophical Formation requirements may be adjusted, depending on the number of units the student transfers to APU.¹

The evaluation of a student's transfer work is conducted by the registrar's office in the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter>). While the following chart serves as a guide for the student, it is the responsibility of the student to ensure that all requirements are met.

Professional students who re-enroll at APU after leaving APU and spending two or more consecutive semesters at another academic institution may have those transferable units applied towards their General Education Biblical, Theological, and Philosophical Formation requirements. Only units transferred at re-enrollment will be considered.

General Education Biblical, Theological, and Philosophical Formation Requirements for Professional Transfer Students

| Number of Units Transferred in | Biblical Theological & Philosophical Formation Requirements |
|--------------------------------|--|
| 30-59 | 12 units: PRMI 108 PRBL 230 Approved THEO course Approved PHIL Course or HUM 224/324 |
| 60-89 | 9 units: Please contact the Graduate/Professional Registrar for course list |
| 90+ | 6 units: Please contact the Graduate/Professional Registrar for course list |

All requirements must be met by approved General Education classes.

IGETC and CSU Breadth Transfer Policies

Full IGETC or CSU Breadth Certification waives the Philosophy Requirement and all Intellectual and Practical Skills, Knowledge of Human Cultures and the Physical World, Personal and Social Responsibility General Education Requirements except Writing 3 and Integrative and Applied Learning.

The Biblical, Theological, and Philosophical Formation Requirements are not completely waived, but they are reduced based on the total number of units transferred before the first APU semester.

| Number of Units Transferred in | General Transfer | IGETC | CSU Breadth |
|--------------------------------|--|---|---|
| 30–59 | Courses may transfer for General Education credit on an individual basis | After completed IGETC certification, the following General Education courses are required: | After completed CSU Breadth certification, the following General Education courses are required: |
| | 3 units of Writing 3: Writing in the Disciplines (units incorporated into major) | 3 units of Writing 3: Writing in the Disciplines (units incorporated into major) | 3 units of Writing 3: Writing in the Disciplines (units incorporated into major) |
| | 3 units of Integrative and Applied Learning | 3 units of Integrative and Applied Learning | 3 units of Integrative and Applied Learning |
| | 12 units of Biblical, Theological, and Philosophical Formation Requirements ¹ | Biblical, Theological, and Philosophical Formation Requirements reduced to 9 units ¹ . | Biblical, Theological, and Philosophical Formation Requirements reduced to 9 units ¹ . |
| 60+ | Courses may transfer for General Education credit on an individual basis | After completed IGETC certification, the following General Education courses are required: | After completed CSU Breadth certification, the following General Education courses are required: |
| | 3 units of Integrative and Applied Learning | 3 units of Integrative and Applied Learning | 3 units of Integrative and Applied Learning |

| | | |
|---|---|---|
| 3 units of Writing 3: Writing in the Disciplines (units incorporated into major) | 3 units of Writing 3: Writing in the Disciplines (units incorporated into major) | 3 units of Writing 3: Writing in the Disciplines (units incorporated into major) |
| 6 units of Biblical, Theological, and Philosophical Formation Requirements ¹ | 6 units of Biblical, Theological, and Philosophical Formation Requirements ¹ | 6 units of Biblical, Theological, and Philosophical Formation Requirements ¹ |

¹ See above table for the Biblical, Theological, and Philosophical Formation Requirements for transfer students.

ADN Transfer Requirement Policies

Beginning fall 2017, proof of a posted Associate's Degree in Nursing (ADN) from a regionally accredited institution waives all Intellectual and Practical Skills, Knowledge of Human Cultures and the Physical World, and Personal and Social Responsibility General Education requirements, except for three courses. These courses are Writing 3, Integrative and Applied Learning, and Bible Literature.

Military Credit Policy

APU evaluates courses completed through the Armed Services and may grant credit for such courses. Credit is typically based on recommendations from the American Council on Education (ACE) (<http://www.acenet.edu/higher-education/Pages/Military-Students-and-Veterans.aspx>) and may include General Education credit and non-General Education elective credit.

1. Military credit must be on official transcripts from the American Council on Education.
2. APU professional programs accept:
 - ACE-recommended coursework in the lower-division baccalaureate/associate degree category ("L").
 - ACE-recommended coursework in the upper-division baccalaureate category ("U").
3. General Education credit and non-General Education elective credit will be evaluated on a case-by-case basis.
4. Air Force credit must come on official transcripts from the Community College of the Air Force, the Air Force Institute of Technology, or the United States Air Force Academy.
5. Transfer credit is limited to 90 units.

Waivers

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

Withdrawal

- Leaves of Absence (p. 55)
- Withdrawal From Courses (p. 56)
- Withdrawal From the University (p. 56)

Leaves of Absence

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

Student Request for Leave of Absence forms (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms>) are available in the registrar's office in the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter>) and must be submitted prior to the student's absence from the university. Failure to complete the required forms will result in the student having to comply with updated requirements or changes in the current Graduate and Professional Catalog, if applicable. Expired leaves of absence are not renewable. Contact the registrar's office to activate enrollment prior to the return date.

Please note that Azusa Pacific University leaves of absence do not meet the definition of a Title IV Approved Leave of Absence as defined under 34 CFR 668.22 (d). As such, a student will not be reported to the National Student Loan Data System as attending the university during their leave of absence.

Military Leaves of Absence

In the event of deployment and/or other circumstance related to military service that will disrupt a student's course of study, the student is required to submit the Student Request for Leave of Absence (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms>) form to the registrar in the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter>). Attachment of student's military orders and/or any other supporting documentation connected to leave is required. The form must be signed by the student's program director or department chair and the dean. The student may request any length for the leave, as long as it does not begin more than 30 days prior to the assignment date, and does not conclude more than 90 days after the end date stated on the assignment papers.

The university will allow more than one military leave of absence if the student is deployed and/or other circumstance related to military service arises. If a subsequent leave of absence is requested that is not related to military service, then the student must comply with the general Leave of Absence policy for graduate and professional programs. If the student begins the military leave of absence after the add/drop deadline and has courses in progress, the student will be granted a *W* (Withdrawal) for those courses. Late drops will be considered via written request.

Students with this status need not re-apply or pay re-admission fees.

Withdrawal From Courses

Graduate and professional students may withdraw from a course without grade penalty at any time during the first two-thirds of the term, starting with the first day of classes.¹

The last day to withdraw for every term is indicated in the Academic Calendar (<http://www.apu.edu/calendar/academic>). The student must submit an Enrollment Activity Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms>) to the registrar in the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter>). The student will receive a *W* (withdrawal) grade in the course from which he or she withdraws. A student who never attends or stops attending a course for which he or she is officially enrolled will receive an *F* in that course if accepted procedures for withdrawal are not followed. Approval for withdrawal after the deadline is granted only in extreme cases where extenuating circumstances are evident and can be substantiated. Any approval of a late withdrawal requires the favorable endorsement and signatures of the professor, department chair, and registrar. No financial adjustments will be made (see Refund Policy (p. 62)).

¹ International students must obtain approval from the International Center (<http://www.apu.edu/international>) 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 any term or session must do so through the registrar's office in the Graduate and Professional Center by filling out an Enrollment Activity form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms>). International students must obtain approval from the International Center (<http://www.apu.edu/international>) to withdraw from the university. 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 may be submitted as well. If the student intends to return after some time, a Student Leave of Absence Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms>) should be submitted to extend the time limit for completing the degree (see Leaves of Absence (p. 55) and Refund Policy (p. 62)).

Nonenrollment for a period of two consecutive terms will result in administrative withdrawal from the university (see the Academic Calendar (<http://www.apu.edu/calendar/academic>) for complete term and session information). An administrative withdrawal does not change a student's posted grades or account balance, nor does it generate a refund of any kind. Reapplication and department reacceptance are required to enroll again. The initial enrollment in the degree program will determine the time limit for completing the degree. In rare instances, extensions may be requested by petition. Granting of such a petition may entail additional degree requirements.

Financial Information

- Contact Information (p. 57)
- Financial Agreement (p. 57)
- Financial Aid Application (p. 57)
- Financial Aid Policies (p. 57)
- Payment Terms and Conditions (p. 62)
- Refund Policy (p. 62)
- Tuition and Fees (p. 63)
- Types of Financial Aid (p. 63)

Contact Information

The Office of Student Financial Services in the Graduate and Professional Center (p. 73) assists students in answering questions related to financial aid and student accounts. Students may contact the office at (626) 815-4570. The center's office hours are Monday-Thursday, 8:30 a.m.-6:30 p.m., and Friday, 9:30 a.m.-4:30 p.m. Learn more about Graduate and Professional Student Financial Services (<http://www.apu.edu/graduateprofessionalcenter/sfs>).

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 to or subsequent to any default by the debtors shall not be considered a binding precedent or modification of this policy.

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

Financial Aid Application

1. Each academic year, complete the Free Application for Federal Student Aid (FAFSA) at fafsa.ed.gov (<http://www.fafsa.ed.gov>). APU's school code is 001117.
2. Complete an Online Information Worksheet (<http://www.apu.edu/graduateprofessionalcenter/sfs/forms>).
3. Log in to your Student Center (home.apu.edu) to view your To-Do List. Submit all requested documents at least one month prior to your term start to ensure timely processing.
4. Accept or decline your financial aid online upon receiving your Financial Aid Offer letter.
5. Plan to enroll at least half time, a requirement for most federal aid eligibility.

Learn more (<http://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/apply>) about the financial aid process.

Financial Aid Policies

- Financial Aid Deadline (p. 58)
- Financial Aid Packaging (p. 58)
- Equitable Treatment (p. 58)
- Keeping in Touch (p. 58)
- Release of Records (p. 58)
- Reporting Resources (p. 58)
- Overawards (p. 58)
- Financial Aid Required Study Load (p. 59)
- Verification (p. 60)
- Satisfactory Academic Progress (SAP) (p. 60)
 - Qualitative Measure (p. 60)
 - Quantitative Measure (p. 60)

- Time Limit for Completing a Program (p. 61)
- Transfer Credits and Remedial Coursework (p. 61)
- New, Changed, or Added Programs (p. 61)
- Repeated Courses (p. 61)
- Failure to Meet SAP Requirements (p. 61)
- Appeals (p. 61)
- Regaining Eligibility (p. 62)

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 timely aid processing for the term, graduate and professional students are required to return all outstanding forms to the Office of Student Financial Services in the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter>) on or before the dates listed in the Academic Calendar (<http://www.apu.edu/calendar/academic>).

Financial Aid Packaging

Although Azusa Pacific University offers a limited number of academic-program-based scholarships for graduate and professional students (<http://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/scholarships>), most graduate and professional financial aid is offered through federal loan programs. Students are encouraged to seek outside aid resources (<https://sites.google.com/a/apu.edu/scholarships>), including employer reimbursement, as a means to reduce the amount of loan debt necessary to finance their education. Students pursuing their initial teaching credential and professional undergraduate students demonstrating significant need may qualify for the Pell Grant and Cal Grant. In addition, professional undergraduate students may qualify for the Federal Supplementary Education Opportunity Grant. Based on the student's FAFSA (Free Application for Federal Student Aid) information and remaining eligibility, the student may be awarded up to the cost of attendance for his/her enrolled program. Cost of attendance includes tuition, books and supplies, room, board, transportation, personal, and loan fees.

Equitable Treatment

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

Keeping in Touch

Graduate and professional students must notify the Office of Student Financial Services in the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter>) regarding changes in financial situation, marriage, loss of a job, withdrawal from school, change in units, anticipated change of program, change of address, etc. Please mail, email, or submit written information in person to the Graduate and Professional Center.

Release of Records

By applying for financial aid, a student grants that the Office of Student Financial Services in the Graduate and Professional Center has the right to release the student's grades and enrollment records to scholarship, state, federal, and loan agencies in accordance with the rules governing the Family Educational Rights and Privacy Act (FERPA) (p. 50).

Reporting Resources

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

Overawards

Each year, the Office of Student Financial Services in the Graduate and Professional Center is required to reduce aid packages because of overawards. In many cases, the overaward could have been prevented through the timely reporting of additional resources to the Office of Student Financial Services. Timely reporting of all outside resources will help prevent frustration and inconvenience resulting from aid adjustments required to resolve 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 other printed materials provided by the university.

Financial Aid Required Study Load

For financial aid purposes, a student must be enrolled at least half time per term to be eligible for most federal financial aid. For enrollment purposes, a "term" is composed of all academic sessions within that term. For example, fall session, fall session 1, and fall session 2 together comprise the fall term.

Academic terms are broadly defined by the designations fall, spring, and summer (sometimes titled Summer B). Sessions of varying numbers of weeks are offered within each term. Enrollment in all sessions within one term form a student's enrollment status for study load standards, financial aid eligibility, and prior student loan deferment purposes. All units earned through Azusa Pacific University, regardless of the number of weeks in the session in which they are taken, are semester units. See the Academic Calendar (<http://www.apu.edu/calendar/academic>) for specific term and session information.

For professional bachelor's degree completion programs, enrollment status is calculated as:

Fall, Spring, or Summer

- 6-8 units is half-time status
- 9-11 units is three-quarter-time status
- 12 or more units is full-time status

For the Master of Arts in Clinical Psychology (MFT) program, enrollment status is calculated as:

Fall or Spring

- 4 units is half-time status
- 5-6 units is three-quarter-time status
- 7 or more units is full-time status

Summer

- 3-4 units is half-time status
- 5 units is three-quarter-time status
- 6 or more units is full-time status

For nursing master's degree and credential/certificate programs, enrollment status is calculated as:

Fall, Spring, or Summer

- 3-4 units is half-time status
- 5 units is three-quarter-time status
- 6 or more units is full-time status

For the Master of Social Work (MSW) program and master's degrees within the School of Theology: Azusa Pacific Seminary, enrollment status is calculated as:

Fall or Spring

- 4-5 units is half-time status
- 6-7 units is three-quarter-time status
- 8 or more units is full-time status

Summer

- 3-4 units is half-time status
- 5 units is three-quarter-time status
- 6 or more units is full-time status

For teaching credential/certificate programs, enrollment status is calculated as:

Fall, Spring, or Summer

- 6-8 units is half-time status
- 9-11 units is three-quarter-time status

- 12 or more units is full-time status

For all other master’s degrees and certificate/credential-only programs not mentioned above, enrollment status is calculated as:

Fall or Spring

- 5-6 units is half-time status
- 7-8 units is three-quarter-time status
- 9 or more units is full-time status

Summer

- 3-4 units is half-time status
- 5 units is three-quarter-time status
- 6 or more units is full-time status

For doctoral and clinical fellowship programs, enrollment status is calculated as:

Fall, Spring, or Summer

- 3-4 units is half-time status
- 5 units is three-quarter-time status
- 6 or more units is full-time status

Note: Doctoral students enrolled in certain courses are considered to be full time regardless of units enrolled. See Study Load (p. 31) for a list of the courses.

Verification

Each year the Federal Student Aid program randomly selects a predetermined percentage (usually around 30 percent) of all FAFSA applications for a process called “verification.” Students may also be selected at the discretion of Student Financial Services. The regulations require the collecting of information from the student and family, if applicable, to confirm the accuracy of information reported on the FAFSA . This can include tax transcripts, information about the family size, etc. Beyond those selected for verification, institutions are required to request further information when a FAFSA application and/or subsequent paperwork appears to have incomplete, inaccurate, or conflicting information. Students at APU are not eligible to receive federal, state, and/or institutional need-based aid until all required paperwork has been submitted.

Satisfactory Academic Progress (SAP)

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

Graduate and professional students are evaluated at the end of each term they attend. The following minimum academic standards must be met:

Qualitative Measure

Graduate and teaching credential students must maintain a minimum cumulative grade-point average (GPA) of at least 3.0 to be eligible for federal, state, and most institutional financial aid funds.

Students enrolled in Azusa Pacific Seminary are required to maintain a 2.7 minimum cumulative GPA, with the exception of students enrolled in the MA in Theological Studies program, which are required to have a 3.0 minimum cumulative GPA.

Professional undergraduate students must maintain a minimum cumulative GPA of at least 2.0 to be eligible for federal, state, and most institutional financial aid funds.

Quantitative Measure

Graduate Students must complete 50 percent of all units in which they originally enroll from the time of first attendance. Thus, a first-term graduate student who originally enrolls in 12 units, withdraws from 3 units, and successfully completes the remaining 9 units, would meet the quantitative measure requirement, since the student passed at least 50 percent of the units in which he or she originally enrolled ($9/12 = 75$ percent).

Teaching Credential students must complete 67 percent of all units in which they originally enroll from the time of first attendance. Thus, a first-term teaching credential student who originally enrolls in 9 units, withdraws from 3 units, and successfully completes the remaining 6 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 ($6/9 = 67$ percent).

The following grades demonstrate satisfactory course completion for graduate students: *A, B, C, P (Pass), CR (Credit received)*. The following grades do not demonstrate satisfactory course completion: *D, F, FN, W (Withdrawal), and I (Incomplete)*. Challenge exams and audited courses are not considered.

Professional students must complete at least two-thirds (67 percent) of all units in which they originally enroll from the time of first attendance at APU and any accepted transfer units from other institutions. The following grades demonstrate satisfactory course completion for professional students: *A, B, C, D, P (Pass), CR (Credit received)*. The following grades do not demonstrate satisfactory course completion: *F, FN, W (Withdrawal), IN (Incomplete-No Paperwork), and I (Incomplete)*. Challenge exams and audited courses are not considered.

Time Limit for Completing a Program

Graduate and professional students are expected to complete their credential or degree within a given time frame. The time frame measurement begins at the date of initial enrollment in the program.

Time limits are as follow:

- Teaching Credential Only: Limited to taking 150 percent of the total units required for the program
- Professional Undergraduate: Limited to taking 150 percent of the total units required for the program
- School of Business and Management: 5 years
- Department of School Counseling and School Psychology: 5 years
- M.A. in Clinical Psychology (MFT): 5 years
- Master of Divinity: 10 years
- All other graduate programs and credentials: 8 years

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

Transfer Credits and Remedial Coursework

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

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

New, Changed, or Added Programs

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

Repeated Courses

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

Note: For graduate and credential students, though a *D* grade is considered a passing grade by the U.S. Department of Education, no credit is awarded to the student based upon APU's grading policy.

Failure to Meet SAP Requirements

Students who fail to maintain SAP for the first time will be placed on Financial Aid Warning and will be given one term of financial aid eligibility to correct their SAP deficiencies. If the student does not make up the deficiencies in that one term, he/she will be placed on Financial Aid Suspension and will be ineligible for all federal, state, and most institutional financial aid. In order to regain eligibility a student must submit a SAP appeal. If the appeal is approved, the student will be eligible for financial aid but will be placed on Financial Aid Probation. During this time student will be required to meet the terms of their academic plan until they meet Satisfactory Academic Progress.

Appeals

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

A SAP Appeal form (<http://www.apu.edu/graduateprofessionalcenter/sfs/forms>) is available online and in the Graduate and Professional Center and must be submitted within 30 days of notification of financial aid ineligibility. The student must develop an academic plan as part of the appeal process.

The academic plan that is submitted with the appeal should be created by the student and the academic advising staff or academic department representative. The appeal will be reviewed by a Satisfactory Academic Progress Appeals Committee.

Regaining Eligibility

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

Payment Terms and Conditions

All tuition and fees are due by the first day of class. All owed balances are considered past due 30 days after the posted start date. All past-due balances must be paid in full, whether out of pocket or with financial aid (<http://www.apu.edu/graduateprofessionalcenter/sfs/financialaid>), prior to the opening of the next session's registration period. If any student has a past-due balance, they may be prevented from participating in any enrollment activity until the account is current and no longer past due.

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

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

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

Petition Process

A petition process exists for students who seek an exception to stated university policies, procedures, and regulations. Petition forms can be obtained at the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter>) and must be approved by the Office of Graduate and Professional Student Financial Services (<http://www.apu.edu/graduateprofessionalcenter/sfs>).

Refund Policy

Institutional Policy for Withdrawals

Students may drop a class with full refund of tuition and fees until the Last Day to Register or Add/Drop Classes for the appropriate session, as published in the Academic Calendar (<http://www.apu.edu/calendar/academic>). Following the deadline to drop a class, a student may withdraw under certain circumstances, as stated in this catalog under Academic Policies and Procedures: Withdrawal (p. 55).

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

| | |
|--|--------------------|
| Through the Last Day to Register or Add/Drop | 100 percent refund |
| After deadline, up to 24 percent of session | 90 percent refund |
| 25–39 percent of session | 50 percent refund |
| 40–59 percent of session | 25 percent refund |
| 60 percent of session or greater | 0 percent refund |

Note: Tuition deposits and application fees are not refunded under any circumstances.

Federal Return to Title IV Policy

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

The registrar's office in the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter>) is responsible for officially withdrawing the student from APU studies. A student begins the process by obtaining an Enrollment Activity Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms>), completing the entire form, and securing all the necessary signatures requested.

It is important to note that the federal government awards financial aid assuming that a student will complete the courses for which aid is received. If a student withdraws from all concurrent courses in a term, or doesn't complete all the sessions of a modular (sequential) course schedule, in some cases the student earns only a portion of the financial aid already awarded or disbursed. APU's student financial services office is required by federal regulations to use a prescribed formula to calculate the unearned portion of the financial aid awarded or disbursed and return it to the Title IV programs.

Students will have the opportunity to talk with a Student Account Counselor regarding how withdrawing will affect their current aid eligibility. A Financial Aid Withdrawal Guide (<http://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/policies/refund>) providing specific examples of how withdrawing affects financial aid is available.

Institutional Aid Return Policy

Dropping a class through the Last Day to Register or Add/Drop Classes results in a 100 percent return of any institutional aid associated with the dropped class. When a student withdraws, institutional financial aid may be adjusted at the discretion of the departments awarding the scholarship. If a student believes that extenuating circumstances warrant an exception from published policy, he/she must submit a written appeal to the student financial services office (<http://www.apu.edu/graduateprofessionalcenter/sfs>).

The university reserves the right to make any changes in the institutional refund policies, fees, and expenses without notice. Azusa Pacific University does not discriminate on the basis of race, color, national origin, sex, age, disability, or status as a veteran in any of its policies, practices, or procedures. Appeal procedures exist for anyone who feels that a violation of the above has occurred. Contact student financial services (<http://www.apu.edu/graduateprofessionalcenter/sfs>).

Military Tuition Assistance Return Policy

The Department of Defense memorandum of understanding requires that the university "have an institutional policy that returns any unearned Tuition Assistance (TA) funds on a proportional basis through at least the 60 percent portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending." In accordance with that requirement, the university TA funds return policy is as follows:

Between the start date of a class and up to the add/drop date of that class (as defined by the academic calendar), the university will refund 100 percent of TA funds back to the respective military department if a student drops from a course for which TA funds were used to pay tuition. After the add/drop date and prior to the 61 percent point, "earned" TA funds are prorated on a per day basis. For example, if a student has \$100 in TA funds applied to their account for a class and completes 14 days of a 60-day course (23 percent), then the student is considered to have earned \$23. The remaining \$77 would be returned. The student's withdraw date is calculated in accordance with the institution's withdraw date definitions for federal R2T4 purposes. After the 60 percent point in a class, a student is considered to have "earned" all TA funds and no return is made.

Note: The institutional policy for TA funds may be superseded by the return policies of military branches. For example, if the university return policy determines that a student has earned \$50 of \$100 in TA funds, but the Army requests a full return of \$100, the university will return the amount that is requested by the branch.

Tuition and Fees

Visit Graduate and Professional Student Financial Services (<http://www.apu.edu/graduateprofessionalcenter/sfs/costs>) to view the current cost of attendance, including tuition and fees for graduate or professional students. This information is effective fall 2017 unless otherwise noted. Prices are subject to change without notice.

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Federal Aid Eligibility Requirements

To apply for federal aid, a student must meet certain eligibility requirements including, but not limited to, the following:

- Be a U.S. citizen, permanent resident, or an eligible noncitizen
- Have a valid Social Security number (some exceptions apply)
- Male students must be registered with Selective Service unless they are exempt
- Be enrolled at least half-time for most federal aid programs
- Maintain satisfactory academic progress

A student must complete all the initial admission requirements for their program.

A student must submit the Free Application for Federal Student Aid (<http://www.fafsa.ed.gov>) (FAFSA) for every school year enrolled.

For more details on eligibility please visit Federal Student Aid (<http://studentaid.ed.gov>).

Types of Financial Aid

Grants

Federal Pell Grant

A Federal Pell Grant (<http://studentaid.ed.gov/types/grants-scholarships/pell>), unlike a loan, does not have to be repaid. Federal Pell Grants usually are awarded to undergraduate students who have not earned a bachelor's or a professional degree. (In some cases, however, a student enrolled in a postbaccalaureate teacher certification program might receive a Federal Pell Grant.) Effective on July 1, 2012, students can receive the Federal Pell Grant for no more than 12 semesters or the equivalent. Students will receive notification via the Student Aid Report from the federal government if they are near or have surpassed the limit. For questions, contact Student Financial Services in the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter>) at (626) 815-4570.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Undergraduate professional students can receive up to \$600 a year in FSEOG (<http://studentaid.ed.gov/types/grants-scholarships/FSEOG>) funds. Eligibility for FSEOG is reserved for Pell Grant-eligible students and depends upon the availability of the funds and financial need at the time a student is awarded. Azusa Pacific University receives a limited amount of FSEOG funds each year from the U.S. Department of Education's office of Federal Student Aid. FSEOG funds are disbursed on a first come, first served basis. These funds, known as a campus-based award, work differently from the Federal Pell Grant program, which provides funds to every eligible student.

Cal Grant

Cal Grants are awarded by the California Student Aid Commission and are funded by the state of California. There are several types of Cal Grant (<http://www.calgrants.org>) awards. Students pursuing an undergraduate associate's or bachelor's degree or an occupational training program normally qualify for Cal Grant A or Cal Grant B Competitive Awards. The Cal Grant program utilizes the federal FAFSA form to determine eligibility, requiring students to meet a March 2 submission deadline. Verification of a high school GPA is required as well.

Cal Grant A Competitive Awards are for students with a minimum 3.0 GPA who are from low- and middle-income families. These awards help pay tuition and fees at qualifying schools with academic programs that are at least two years in length.

Cal Grant B Competitive Awards are for students with a minimum 2.0 GPA who are from disadvantaged and low-income families. These awards can be used for tuition, fees, and access costs at qualifying schools with programs that are at least one year in length. If you get a Cal Grant B Competitive Award, it can only be used for access costs in the first year. These costs include living expenses, transportation, supplies, and books. Beginning the second year, you can use your Cal Grant B Competitive Award to help pay tuition and fees at public or private four-year colleges or other qualifying schools.

Teaching Credential Cal Grants are available to students who received Cal Grant A or Cal Grant B as an undergraduate student, provided they meet the following eligibility requirements:

- Submit a FAFSA (<https://fafsa.ed.gov>).
- Submit a G-44 (<http://www.csac.ca.gov/doc.asp?id=80>) form to the California Student Aid Commission.
- Have received at least one payment in the Cal Grant A or B program as an undergraduate.
- Have received a bachelor's degree, or completed all required coursework for their bachelor's degree.
- Be accepted and enrolled in a professional teacher preparation program at a California Commission on Teacher Credentialing (CTC) approved institution within 15 months of the end of the term for which the recipient last received a Cal Grant payment.
- Have not received or submitted an application for an initial Teaching Credential, such as a Preliminary or Clear Credential.
- Maintain financial need for a Cal Grant renewal.

Cal Grant B Access award 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.

Loans

William D. Ford Federal Direct Loan

The Federal Direct Loan is a low-interest loan to help pay for the cost of a student's education. The loan's interest rate, determined by the Bipartisan Student Loan Certainty Act of 2013, is tied to the financial markets. Interest rates are determined each spring for new loans made for the award year which runs from July 1 to the following June 30. Each loan has a fixed interest rate for the life of the loan. The U.S. Department of Education is the lender. To be eligible for the Federal Direct Loan, a student must be admitted to a degree- or credential-seeking program. The student is required to sign a Master Promissory Note (MPN), complete loan entrance counseling prior to receiving the first disbursement, and loan exit counseling prior to repayment of the loan. Repayment begins six months after the student graduates, completes a program, or drops below half-time attendance.

Three types of the Federal Direct Loan are available based upon a student's aid eligibility as determined by the FAFSA and the Department of Education:

1. Federal Direct Subsidized Loan

Subsidized loans are need-based and available to undergraduate students who demonstrate sufficient need to be eligible for the loan. The interest is paid by the government while the student remains enrolled at least half-time and for a six month grace period following withdrawal or graduation. Subsidized loans were eliminated for master's and doctoral programs as of July 1, 2012. As an exception, teaching credential/certificate-only programs may still qualify for subsidized loans.

2. Federal Direct Unsubsidized Loan

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

3. Federal Direct PLUS Loan

This is a non-need-based loan available to graduate students and parents of undergraduate students based upon credit worthiness, with interest starting to accrue upon disbursement. Borrowers may borrow up to the cost of attendance, minus any other financial aid (grants, scholarships, loans, etc.). Please be advised on the following regarding PLUS Loans:

- Graduate borrowers are advised to apply for the maximum amount of Direct Stafford loan before pursuing PLUS Loans.
- Must be a U.S. citizen or eligible noncitizen and have a valid Social Security number.
- Must meet basic eligibility requirements of no adverse credit. Graduate students or parents of undergraduate students who cannot meet the requirements may be eligible with a creditworthy endorser/cosigner.
- Repayment begins within 60 days of the last disbursement. The option to postpone payment is available for graduate students while in school at least half-time.

Continued Eligibility for All Federal Loans:

Students must make academic progress to continue receiving loans and financial aid. Please refer to the Satisfactory Academic Progress policy (p. 57) for further information.

Interest Rates and Fees

Interest rates for Direct Loans are calculated yearly and are fixed for the life of the loan. Additionally, most federal student loans have loan fees that are a percentage of the total loan amount. The loan fee is deducted proportionately from each loan disbursement you receive. This means the money you receive will be less than the amount you actually borrow. You're responsible for repaying the entire amount you borrowed and not just the amount you received.

Please visit studentaid.ed.gov/types/loans/interest-rates (<http://studentaid.ed.gov/types/loans/interest-rates>) for more information and to view current interest rates and fees.

Annual Loan Limits

Dependent students completing a bachelor's degree are eligible, depending on their FAFSA information, to receive:

- Freshmen (0-27 units) — \$5,500 (up to \$3,500 of which may be subsidized)

- Sophomores (28-59 units) — \$6,500 (up to \$4,500 of which may be subsidized)
- Juniors and Seniors (60+ units) — \$7,500 (up to \$5,500 of which may be subsidized)
- Federal Parent PLUS — Up to cost of attendance minus any federal and outside aid

Independent students (or dependent students who were denied Parent PLUS loan) completing a bachelor's degree are eligible, depending on their FAFSA information, to receive:

- Freshmen (0-27 units) — \$9,500 (up to \$3,500 of which may be subsidized)
- Sophomores (28-59 units) — \$10,500 (up to \$4,500 of which may be subsidized)
- Juniors and Seniors (60+ units) — \$12,500 (up to \$5,500 of which may be subsidized)
- Teaching credential/certificate-only programs — \$12,500 (up to \$5,500 of which may be subsidized)

Students in a graduate program are eligible, depending on their FAFSA information, to receive:

- Federal Direct Unsubsidized — \$20,500 (Doctor of Psychology (Psy.D.) students may be eligible for an increased annual loan limit.)
- Federal Direct Graduate PLUS — Up to cost of attendance minus any federal, institutional, and outside aid

Loan Exit Requirements

Federal Direct Loan Exit Counseling

The federal government requires all federal loan borrowers to complete the Direct Loan Exit Counseling (http://www.nslds.ed.gov/nslds_SA) at any point that the student graduates, withdraws, or drops below half-time enrollment status. If you have any questions regarding Direct Loan Exit Counseling, please contact Graduate and Professional Student Financial Services in the Graduate and Professional Center.

Information Needed to Begin Direct Loan Exit Counseling (http://www.nslds.ed.gov/nslds_SA):

1. FSA ID
2. Social Security number
3. Expected employer (if known)
4. Next of kin (names, addresses, and phone numbers)
5. Two references who live in the United States (names, addresses, and phone numbers)
6. Expected permanent address
7. Driver's license (if you have one)

Private (Alternative) Student Loans

This is a non-federal student loan issued by a lender, bank, or credit union. Private student loans often have variable interest rates, require a credit check and a co-signer, and do not provide many of the benefits of federal student loans. These loans are designed to cover costs that are not eligible to be paid by a Federal Direct Loan, i.e. a past-due balance from a previous semester or less than half-time attendance.

- Federal Direct Loans generally have more favorable terms and conditions than private loans. We recommend that you utilize all Federal Direct Loan eligibility before turning to private loans.
- Students who need additional funds beyond the Federal Direct Loan should consider the Direct PLUS Loan (if applicable) before applying for a private loan.

APU uses a wide range of private lenders (<https://www.elmselect.com/oll/Agreement>) based upon their ability to provide good service to our students. Students may apply for a private student loan (<http://www.elmselect.com>) from a list of recommended lenders or feel free to choose another lender who provides education loans.

APU's private lender list (<https://www.elmselect.com/oll/Agreement>) is without prejudice and is for the sole benefit of students attending the institution. Employees responsible for processing loans adhere to a strict student loan code of conduct (<http://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/policies/loan>).

Institutional and Outside Aid Resources

The university currently offers many institutional and outside aid resources to assist students in financing their education. Please refer to Graduate and Professional Student Financial Services (<http://www.apu.edu/graduateprofessionalcenter/sfs/financialaid>) site for a full list of available options based on the student's specific school and/or program.

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

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

All aid is subject to availability of federal, state, institutional, and private funding.

Military Benefits

Veterans Affairs Benefits

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

APU proudly participates in the Yellow Ribbon Program (<http://www.apu.edu/militaryeducation>). The Yellow Ribbon Program is a provision of the Post-9/11 Veterans' Education Assistance Act of 2008. APU awards eligible students up to half the net cost of tuition not covered by the standard cap set yearly by the Department of Veterans Affairs. The Department of Veteran Affairs will then match APU's contribution to provide full tuition coverage. In order to receive Yellow Ribbon Funds, the student must be 100 percent eligible under Chapter 33 of the GI Bill.

Follow the steps below to get started:

Step 1: Apply for educational benefits with the VA. Complete the appropriate form within the VA's VA Benefits Application (VONAPP) (<http://www.vabenefits.vba.va.gov/vonapp/default.asp>).

Step 2: Once your VONAPP is approved, the VA will send you a Certificate of Eligibility detailing the benefit you have been awarded.

Step 3: Submit required documents to APU's Military and Veteran Education Benefits (MVEB) office.

- Certificate of Eligibility
- DD-214 (applies to servicemembers only; excludes dependents)
- MVEB Application Packet

Step 4: Once you have enrolled in classes, submit a Certification Request Form (<https://www.hellosign.com/s/996bca8c>) to APU's MVEB office. Please note that you must submit a Certification Request Form each time you enroll in classes for any semester you wish to receive benefits.

Step 5: APU's MVEB office will certify your enrollment to the VA so that the VA can send the appropriate funds.

Active Duty Military Benefits

Azusa Pacific University is committed to advancing education opportunities for both active duty military members and their spouses. The university is prepared to assist you in utilizing your Military Tuition Assistance and also offers programs that are eligible for MyCAA financial assistance.

Tuition Assistance

Military Tuition Assistance is a benefit available to eligible active duty members of the Army, Navy, Marines, Air Force, and Coast Guard. Each service area has its own criteria for eligibility, application process, and restrictions.

Follow the steps below to get started:

Step 1: Apply for Tuition Assistance benefits with your service branch. The exact application process varies by service branch. Find the application process (<http://www.military.com/education/money-for-school/tuition-assistance-ta-program-overview.html>) you should follow for your service.

Step 2: After being approved for tuition assistance with your service, follow up with APU's Military and Veteran Education Benefits office for further steps and invoicing.

Military and Veteran Education Benefits
(626) 815-3837
mveb@apu.edu

MyCAA

The MyCAA program provides financial assistance to eligible military spouses who are pursuing a license, certification, or associate's degree in a portable career field and occupation. It is a component of the Department of Defense's Spouse Education and Career Opportunities (SECO) (<http://www.militaryonesource.mil/seco>) program.

Follow the steps below to get started:

Step 1: Visit the MyCAA program (<https://aiportal.acc.af.mil/mycaa/default.aspx>) website to apply and receive authorization for the MyCAA scholarship.

Step 2: After being approved for MyCAA benefits, follow up with APU's Military and Veteran Education Benefits office for further steps and invoicing.

Military and Veteran Education Benefits

(626) 815-3837

mveb@apu.edu

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- International Center (p. 79)
- International Student Health Insurance (p. 81)
- Learning Enrichment Center (p. 81)
- The Noel Academy for Strengths-Based Leadership and Education (p. 84)
- Office of Innovative Teaching and Technology (p. 85)
- Regional Campus Locations (p. 85)
- Sigma Iota Epsilon National Honorary and Professional Management Fraternity (p. 86)
- SoulQuest Ministry (p. 87)
- Study Away Programs (Center for Global Learning and Engagement (p. 87))
- University Bookstore (p. 87)
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- Vocation, Innovation, and Alumni (p. 88)
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Graduate and Professional Center

The Graduate and Professional Center serves as the hub of resources and services for students proceeding through graduate or professional programs. Housed in one convenient center, the enrollment services and student support teams work as an integrated unit to provide students with the tools they need to apply to APU (<http://www.apu.edu/apply>) and proceed through their academic program.

The center is located at:

Azusa Pacific University
568 E. Foothill Blvd.
Azusa, CA 91702

Contact information:

(800) 825-5278
Fax: (626) 815-4545 or (626) 815-4571
gpc@apu.edu
apu.edu/gpc

Mailing address:

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

Graduate and Professional Student Affairs

Director of Graduate and Professional Student Affairs:

Marla Love
(626) 815-4602
Fax: (626) 815-4594
mlove@apu.edu

Graduate and Professional Student Affairs is a resource office focused on enhancing a sense of community and the student experience. In addition to facilitating a number of programs for student involvement, the office also identifies and communicates support services and manages the Graduate and Professional Student Standards of Conduct (p. 43), Policies, and Procedures. Graduate and Professional Student Affairs is located in:

Administration West Building
568 E. Foothill Blvd.
Azusa, CA 91702

Graduate and Professional Student Support Services

Executive Director of Graduate and Professional Student Support Services:

Patrick Horn
(626) 815-4626
Fax: (626) 815-4594
phorn@apu.edu

The Office of Graduate and Professional Student Support Services is responsible for developing and improving the services that graduate and professional students need to be successful. Student Support Services thus coordinates with APU's many service departments to provide the best possible support for graduate and professional students. Both the Office of Graduate and Professional Student Affairs (p. 73) and the Office of Client Services in the Graduate and Professional Center (p. 73) are managed by Student Support Services, which is located upstairs in the:

Administration West Building
568 E. Foothill Blvd.
Azusa, CA 91702

Academic Research and Grants

Through research and grant services, the following campus resources strengthen and celebrate APU's community of Christian scholars and support faculty and graduate and professional students:

- Office of Research and Grants (p. 74)
- Center for Research on Ethics and Values (p. 74)

Center for Research on Ethics and Values

The Center for Research on Ethics and Values (<http://www.apu.edu/crev>) (CREV) promotes transformative scholarship that works with ethics and values across a variety of disciplines to impact culture in positive, value-adding ways. CREV offers faculty fellowships, supports special events on campus, and engages faculty in multidisciplinary conversations with the goal of advancing scholarship around issues impacted by ethics and values. The center especially encourages working with ethics and values in applying scholarship that is critically informed by faith to social issues and needs of the world.

Office of Research and Grants

The Office of Research and Grants (<http://www.apu.edu/researchandgrants>) (ORG) promotes, supports, and celebrates research and grant opportunities to advance the Scholarship Cornerstone of Azusa Pacific University. Research is celebrated through regular faculty luncheon presentations, a newsletter citing significant faculty scholarly activities, and a quarterly *Cornerstone* publication that highlights recent research and grants accomplishments of APU faculty. ORG promotes faculty research by hosting faculty writers' retreats each year, and by assisting faculty with identifying external funding sources, reviewing application drafts, processing grant proposals through APU's routing system to get endorsements from campus stakeholders, and submitting completed grant applications to prospective funding sources. ORG also assists faculty in administering and managing sponsored grant awards.

The Office of Research and Grants also awards graduate student travel grants, which are internal grants to support graduate students who intend to present their research at professional conferences. Applications are available on the APU website (<http://www.apu.edu/researchandgrants/internal/#graduatestudenttravel>) and can also be obtained by contacting the office (<http://www.apu.edu/researchandgrants/contact>).

Campus Safety

The Department of Campus Safety (<http://www.apu.edu/campussafety>) works diligently to ensure a safe living, learning, and working environment for the APU community. It employs numerous full-time and part-time staff members as well as more than 90 student employees. The Department of Campus Safety is located on East Campus on the first floor of Adams Hall.

The department has well-established partnerships with city, county, state, and federal law enforcement authorities, and collaborates with them on investigations and crime prevention programs to provide the best possible service to the APU community.

Services Provided

- 24/7 Dispatch Center
- 24/7 Officer Patrols (Vehicle, Bicycle, Foot)
- 24/7 Safety Escorts
- 360 Safety Awareness Videos (<http://www.apu.edu/campussafety/prevention>)
- After-Hours Shuttle Service (10 p.m.–2 a.m.)
- Anonymous “Silent Informant” Reporting
- Campus Perimeter Patrol (6 p.m.–2 a.m.)
- Code Blue Emergency Phones throughout the Campus
- Crime Reporting
- Event Security
- Parking Services and Traffic Enforcement
- Personal Safety Whistle Distribution Program
- Rape Aggression Defense (RAD) Classes for Women
- Student Awareness Program
- Vehicle Jump Starts
- Vehicle and Bicycle Registration

Resources Provided

All community members are encouraged to be aware of their surroundings, avoid walking alone when possible, and secure your living area, vehicle, and windows. Safety is everyone’s business. Remember: *“If you see something, say something.”* If assistance is needed, adhere to the following guidelines:

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

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

Additional information:

- Annual Security and Fire Safety Report (<http://www.apu.edu/campussafety/clery>)
- Parking Services Information (<https://apu.thepermitstore.com>)

Disaster Preparedness Information

Azusa Pacific University’s top priority is the safety and security of students, employees, and guests. To that end, APU continuously refines its disaster preparedness plans to be ready for natural disasters and other emergencies. Because of its location in Southern California, APU is particularly susceptible to earthquakes and wildfires. Specific plans have been made for these types of emergencies in conjunction with the Los Angeles County Fire Department and the Azusa Police Department, and the university maintains an excellent working relationship with both of these agencies. Explore (<http://www.apu.edu/response>) complete emergency response information, including emergency procedures.

Health Insurance

Student health insurance is an optional benefit for domestic graduate and professional students and can be purchased through the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter>) during the open enrollment activity period at the current health insurance fee. It must be renewed in the fall and spring terms in order to provide continuous coverage. Graduate students receive services through a PPO physician in their area. Graduate students need to pay the Health Center Health Fee each semester if they want to be seen in the Student Health Center. Office visits are free, and if students are referred to specialists, the deductible is waived by the insurance. Graduate students must be enrolled at least part time according to their program of admittance during the session for which they want insurance.

Information regarding coverage, usage, and how to sign up for the insurance or health center coverage can be obtained at apu.edu/graduateprofessionalcenter/resources/healthinsurance/. Information regarding health insurance can also be obtained by calling Gallagher Student Health at (800) 406-4517. For more information, contact the Graduate and Professional Center at (626) 815-4570.

Honor Societies

Alpha Chi

Alpha Chi is a national college honor society that admits students from all academic disciplines. It 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 and the top-ranking 10 percent of students in graduate programs. APU's California Gamma chapter was chartered in 1969.

Alpha Phi Sigma

Alpha Phi Sigma was established in 1941 to recognize student excellence in the fields of criminal justice and law. The goal of the honors society is to provide networks to professional opportunities, including grants and scholarships for current students, career development, and honors at graduation. Membership requires undergraduate students to declare criminal justice as their major, to complete three full-time college semesters, to carry a cumulative GPA of 3.2 on a 4.0 scale, and to have a minimum of four courses in the criminal justice major. Graduate students shall be enrolled in a graduate program in criminal justice or a related field, have completed four courses, and have a minimum GPA of 3.4 on a 4.0 scale or rank in the upper 25 percent of their class.

Phi Alpha

Eta Iota is the local chapter of the Phi Alpha national social work honor society. Phi Alpha provides a closer bond among social work students and promotes humanitarian goals and ideals. It fosters high academic standards for social work students and invites into membership those who have attained excellence in scholarship and service. To qualify for membership, a candidate must be a declared social work major, have senior status, have at least 90 semester hours of general and departmental coursework, exhibit personal and professional integrity, and have a minimum grade-point average of 3.6 in all coursework.

Sigma Iota Epsilon

The Master of Business Management program is a member in the Sigma Iota Epsilon National Honorary and Professional Management Fraternity. Membership in Sigma Iota Epsilon highlights the academic standards of the Master of Business Management program and the qualifications of the faculty. APU's chapter, Theta Kappa, extends membership to students who demonstrate high academic standing in the field of management, connecting SIE's mission with APU's Four Cornerstones and developing holistic and dynamic professionals in the business world.

Sigma Theta Tau

Iota Sigma is the School of Nursing chapter of Sigma Theta Tau International (STTI), the only international honor society for nursing. STTI was founded in 1922 by six nurses in Indiana and has grown to include nearly 500 chapters in 85 countries. The honor society supports learning, knowledge, and professional development of nurses making a difference in global health. Iota Sigma was chartered in 1988 and has inducted more than 1,900 nursing students and nurse leaders.

Information and Media Technology (IMT)

Information and Media Technology (IMT) delivers enabling technology and information services to empower the APU community to serve and learn.

Some of the most common services are listed below, and more services can be found online (<http://support.apu.edu>), where students can chat live with the IMT support staff, submit a request, check on existing requests, or search for answers to common questions. The staff are also available by phone 24/7 at (626) 815-5050 or (866) APU-DESK (toll free), and by email at support@apu.edu.

- IMT Support Desk (p. 79)
- IMT Media Services Request (<https://support.apu.edu/hc/en-us/articles/221902708-Media-Technology-Request-Form>)
- IMT Computer Store (<http://computerstore.apu.edu>)
- University Portal: home.apu.edu
- Antivirus Protection and Security (p. 77)
- Network Access (APUWIFI) (p. 78)
- Computer Labs (p. 77)
- Computer Purchase and Repair (p. 77)
- Internet Acceptable Use Policy (p. 78)

Antivirus Protection and Security

Antivirus Protection

While antivirus protection is not required to gain access to our network, it is highly recommended. If you do not have virus protection installed on your Mac or Windows PC, APU provides a free Symantec Endpoint Protection license for use on personal computers. Once you have your APU Network Account, you can download Symantec Endpoint Protection on our support site (<https://support.apu.edu/entries/88026636-Downloads>). Contact our support team (<https://support.apu.edu/hc/en-us>) if you have other questions or require assistance.

Other Information Security Resources

Azusa Pacific University's IMT Security Office works with the campus community to secure system and network resources and to protect the confidentiality of student, faculty, and staff information. Visit our website (<http://security.apu.edu>) for many helpful resources to assist with keeping devices and identity secure.

Computer Labs

IMT provides computers in convenient common spaces, such as the libraries and the student union. These computer labs (<https://support.apu.edu/entries/89738593>) are equipped with workstations and printers that you can conveniently use with your campus One Card (see [Printing in the Library Labs](https://support.apu.edu/entries/25211232-Printing-in-the-Library-Labs) (<https://support.apu.edu/entries/25211232-Printing-in-the-Library-Labs>)). Available software includes SPSS, Microsoft Office Suite, and a variety of discipline-specific programs. Lab technicians are available in each library to assist students during operational hours.

Computer Purchase and Repair

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

Acknowledging the importance of computing as an integrated part of the learning process, the IMT Computer Store offers great deals on Apple products as well as peripherals for Mac and PC. For more information, visit the store website (<http://computerstore.apu.edu>), call (626) 815-5096, or email the staff at computerstore@apu.edu.

Guidelines

Students may use the following as a guide for *minimum* standards when purchasing a computer for use at APU. For most students, a laptop/notebook is recommended over a desktop.

Apple

Generally, any MacBook Air or MacBook Pro sold in the last 2-3 years will be adequate for use on campus. Students purchasing a new computer should consider the following minimum specifications:

- Intel Core i3, 2.4GHz Processor
- 4 GB of RAM
- 802.11n wireless
- Webcam
- OS X 10.9 or newer

Windows PC

- Intel Core i3, 2.4GHz Processor
- 4 GB of RAM
- 802.11n wireless
- Webcam
- Windows 7 or newer

Repair Center

IMT provides computer repair services to students through the IMT Repair Center located at the IMT Support Desk (<http://support.apu.edu>) on East Campus.

The IMT Repair Center assists students with hardware and software issues they may experience with their personal computers, and can fix most smartphone and tablet hardware problems. IMT's certified technicians will repair your computer, smartphone, or tablet at significantly lower cost than other computer repair depots.

The IMT Repair Center is also an Apple Authorized Service Provider and can repair any warranted Apple laptop, smartphone, or tablet with the same service offered at any Apple Store, oftentimes at no cost to the student.

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, communication, 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.

Network Access (APUWIFI)

APU offers a campus-wide wireless network, APUWIFI. Because mobility is an important part of a student's learning experience, the wireless network allows students to connect to the internet from most locations on campus, including classrooms, APU living areas, and outdoor spaces. Learn more (<http://support.apu.edu>) about requirements and how to get on the network for the first time.

Wired ethernet ports are also available in some common areas.

Support Desk

The IMT Support Desk is here to assist the APU community in many areas, including gaining access to the University Portal (home.apu.edu), help with your APU Network Account (APU NetID), network access, or classroom support. The IMT Support Desk also has specialized equipment that can be checked out for class projects.

Visit our website (<http://support.apu.edu>), where you can live chat with us, submit a request, check on existing requests, search for answers to common questions, or find out about other IMT services. We are available by phone 24/7 at (626) 815-5050 or (866) APU-DESK (toll free), and by email at support@apu.edu.

We are here to serve you!

University Portal: home.apu.edu

[Home.apu.edu](http://home.apu.edu) is Azusa Pacific University's web portal—your personalized home for the information and tools you need as a student. This is where you register for classes in the Student Center, check financial information, and update personal contact information. The portal is also where you can access your email; check your meal card balances, chapel schedule and attendance, and ministry service credits; submit prayer requests; access library resources; get to our learning management system (Sakai); and find links to many other campus resources.

As a new student, you should have received an invitation to home.apu.edu when you received your APU Network Account (APU NetID and password). If for some reason you have trouble accessing home.apu.edu, visit support.apu.edu so the IMT Support Desk can assist you.

Email and Collaboration

APU subscribes to Google Apps for Education. Each student receives an @apu.edu email address through Gmail and access to Google Drive (with unlimited storage), including the Google Apps suite: Docs, Calendar, Sites, and Groups. You also have the option to use Google+ and Google Hangouts for group chat messaging and video calls. For more information, see our Google Apps Help section on support.apu.edu.

International Center

Location: Modular Offices, East Campus

Office Hours: Monday-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 and 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 (<http://www.apu.edu/international>) where the needs and interests of these students and scholars can be met.

International Enrollment Services (IES)

(626) 812-3055 | international@apu.edu

Each year, Azusa Pacific University welcomes international students from all over the world, knowing that their contributions enhance our global perspective of life and learning. International Enrollment Services recruits, admits, and enrolls international students in undergraduate and graduate programs, as well as intensive English programs like the American Language and Culture Institute (<http://catalog.apu.edu/undergraduate/admission-policies/international-students/alci>). IES accomplishes this through a global network of partnerships with schools, churches, businesses, APU alumni, and government agencies, and staff members meet with students and their families to offer helpful consultation regarding their professional and educational goals while studying in the U.S. Whether answering questions about the university or helping students choose their first semester's courses, IES seeks to enable international students to make successful transitions as freshmen, transfer, or graduate students into Azusa Pacific University's academic programs.

International Students and Scholars (ISS)

“Their Potential Is Our Priority”

(626) 812-3055 | iss@apu.edu

International Students and Scholars (<http://www.apu.edu/international/scholars>) (ISS) exists to provide relevant services to students and scholars from around the world. Services include a mandatory International Student Orientation (<http://www.apu.edu/international/scholars/orientation>), immigration services, and cross-cultural support services. ISS sponsors International Chapel (<http://www.apu.edu/international/scholars/programs/chapel>) on Friday mornings, which is open to international and domestic students alike. Numerous activities are provided throughout the year to introduce students to Southern California.

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

American Language and Culture Institute (ALCI)

(626) 812-3069

In addition to implementing the six-level, year-round academic ESL program, ALCI (p. 14) offers a variety of other services to meet the needs of international students, American students, faculty, and staff at APU. Graduate students may join the American International Mentoring (AIM) program to enhance their university experience and develop cross-cultural relationships. Interested students should contact aim@apu.edu or apply online (<http://www.apu.edu/international/scholars/programs/aim>).

International Campus Fellowships

International students of APU form numerous Christian fellowship groups that meet weekly on campus to promote understanding of the Christian faith and provide opportunities for building friendships. These groups are supported by ISS as well as the Center for Student Action (<http://www.apu.edu/studentaction>). For information on meeting times of the various groups, contact ISS.

Financial Aid

At present, limited scholarships are available at the postbaccalaureate level. Some teacher assistantships or graduate internships are available in some of the departments. For more information, see the specific program area.

Health Insurance

Any international student studying at APU on an I-20 or DS 2019 (F or J visa status) issued by APU must purchase APU student health insurance (<http://www.apu.edu/healthcenter/insurance>), which is paid twice a year and covers the student for 12 months. Student health insurance becomes invalid upon graduation or withdrawal from APU.

International Leadership Scholarship

The International Leadership Scholarship (<http://www.apu.edu/international/enrollment/tuition/scholarships>) offers an educational opportunity for up to five non-U.S. citizens/residents in need of financial assistance at one time. The scholarship includes a full-tuition award and health insurance coverage annually, and is for individuals who either wish to conduct research and audit courses or seek a degree. To apply for an International Leader's Scholarship, the individual must have a bachelor's degree, a minimum of five years' work experience in a professional capacity, the financial ability to cover one's own cost of living and books, and meet the minimum English proficiency requirements for the university. In addition, those desiring the degree-seeking scholarship must meet all of the admission qualifications for a specific degree program. Contact the International Center for an application and more information about this 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 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 student¹ must:

1. **Be full time.** For master's degree students in a 15-week term, 9 units is considered full time. For the 8-week term, 9 units over two 8-week terms is required. Doctoral degree students must carry a minimum of 6 units of weekly professor contact hours to maintain full-time status. Master's degree students may not take more than one online or independent study class for every 9 units of coursework. For any exceptions to this policy, make an appointment with the ISS immigration advisor 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. (J-1 status students will need written verification by the Responsible Officer before starting employment on or off campus). Any off-campus employment must be officially authorized by the U.S. government. To obtain information about working off campus, students should make an appointment in the International Center for counsel. J-1 research scholars have different employment regulations; see immigration advisor for details.
3. **Report any change of name or address.** The U.S. government requires notification within 10 days of any name or address change. Students must report the location of their physical residence (not a post office box) to:
 - ISS in the International Center (<http://www.apu.edu/international>) at APU.
 - The registrar (<http://www.apu.edu/graduateprofessionalcenter/registrar>).
4. **Obey all laws of the United States.** For details of other specific immigration laws that could affect F-1 or J-1 status, contact ISS.

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

¹ 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. 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 in which 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 on campus twice a year for sessions of two to three weeks, such as in the D.Min. or Ed.D. programs), the student must leave the U.S. between terms or may remain and take one additional in-class course during the term separating the two intensives.

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 APU health insurance during their time of study.¹ The APU health insurance meets the state department's requirement for health insurance for international students. The insurance must be purchased at the time of registration twice a year with a total of 12 months of coverage. Students are required to pay the Health Fee each term if they wish to access care at the Student Health Center. For health center information and a list of services offered, visit apu.edu/healthcenter/. Insurance coverage terminates when a student completes or terminates his/her study.

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

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 (<http://www.apu.edu/international/alci>) (ALCI) purchase health insurance when they register each semester.

¹ This rule does not apply for those studying in a nonstandard-term graduate program (e.g., intensive graduate programs such as D.Min. or Ed.D.). These students are required to purchase appropriate coverage prior to arrival in the U.S. If the individual wishes to purchase the APU international health insurance, it is available only in six-month-minimum increments.

Learning Enrichment Center

Mission Statement

The Learning Enrichment Center (LEC) (<http://www.apu.edu/lec>) is a comprehensive academic resource center dedicated to helping each person experience maximum intellectual development and growth. Every LEC program and service is built upon a foundation of caring relationships in which staff members actively seek to know and understand students as whole persons and interact with them in a compassionate and honest manner consistent with Christian values.

Accommodations for Students with Disabilities

The Learning Enrichment Center is open year-round and provides a wide range of academic support services for APU students seeking to enhance their learning. It is the designated office for:

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

The office serves all students, regardless of degree level or location. Accommodations are individualized based on the learning needs of each student and upon documented verification of disability, as appropriate. Accommodation examples include, but are not limited to, extended time on exams, exams taken in a least distracting environment, sign language interpreters, captionists, wheelchair access, and other reasonable accommodations. Accommodations are unreasonable if they would fundamentally alter the nature of academic courses, education programs, or other activities, or would result in undue financial or administrative burden.

In compliance with Section 504 of the Rehabilitation Act of 1973, APU permits service animals on campus. For more information on service animals as a disability accommodation (p. 83), contact the LEC director.

Request for Disability Accommodations

Students with disabilities may request accommodations by following the steps below:

1. Complete a Disability Accommodations Application available in the LEC or at apu.edu/lec/disabilities/.
2. Provide documentation of the disability. More information about the documentation requirements may be found at apu.edu/lec/disabilities/ and in the LEC, including referrals for diagnostic testing.
3. Schedule a meeting to discuss needs with the LEC director or disability services coordinator, who will review and decide which accommodations, if any, are reasonable and appropriate. Note that students who reside at a distance may have this meeting by phone.

Students who believe that their requests have not been adequately addressed may follow the university's Disability Grievance Policy for students at apu.edu/lec/disabilities/grievance/.

For more information about disability accommodations or to obtain guidelines for disability documentation, stop by the LEC, call (626) 815-3849, or send a note to lec@apu.edu.

Personal Care Assistance or Equipment

Students are expected to have the skills to care for themselves when functioning on campus or when occupying campus housing. Personal assistance necessitating an attendant may range from hygiene and seating assistance to medication assistance. Students requesting services from peers, staff, or faculty will be asked to obtain a personal attendant at their own expense. The provision of services by untrained individuals is considered a safety risk to both the student with a disability and the individual providing the assistance.

Mobility Impairment Parking Permits for Students

Permanent Mobility Impairment

Students with a Disabled Person Parking Placard due to permanent mobility impairment (that is, a "DP" license plate or a placard issued by the California Department of Motor Vehicles) may park in any designated handicapped parking space on campus. In addition, students must register their vehicle with the Department of Campus Safety to receive an APU parking permit. Appropriate documentation to verify the mobility impairment may be requested. The placard or license plate must be displayed at all times, and parking in restricted areas, such as red zones, is not permitted.

Temporary Mobility Impairment

Students who have a temporary mobility impairment (less than one semester), such as a broken leg or short-term illness, that impacts their ability to walk short distances can request a Temporary Parking Permit that allows the student to park in any general space with the exception of restricted areas or spaces reserved for individuals with disabilities. To obtain a Temporary Parking Permit:

- Submit a completed Request for Service form located in the LEC.
- Provide documentation of the injury or illness from a qualified medical professional stating length of time expected for recovery and limitations.
- Meet with the LEC director or disability services coordinator to review the request.

Student vehicles must be registered with the Department of Campus Safety in order to receive a Temporary Parking Permit.

If a student injury or illness extends beyond one semester, the student should meet with the LEC director or disability services coordinator again prior to obtaining an extension of the Temporary Parking Permit.

For additional inquiries, contact the Learning Enrichment Center at (626) 815-3849 (phone) or (626) 815-3859 (fax), or the Department of Campus Safety (<http://www.apu.edu/campussafety>) at (626) 815-3805.

Study Away Disability Accommodations

Students requiring disability accommodations for study/travel away are encouraged to meet with the LEC director as soon as possible to determine the resources available in the country of destination. Because the laws of the United States do not always apply in other countries, physical accessibility and other accommodations may not be equal to service provided in the United States. However, the LEC works with students to develop strategies to address their disability needs.

Each student is different, and travel to other countries requires an honest evaluation of what is required to identify and manage individual disability needs and potential issues that could occur while away. A discussion with the student about program fit, course selection, and personal needs is a collaborative effort shared by the Center for Global Learning and Engagement (<http://www.apu.edu/studyabroad>) and the LEC. Open communication ensures a positive transition for students.

Procedure for students pursuing disability accommodations away:

1. Meet individually with an advisor in the Center for Global Learning and Engagement to identify the best program fit in relation to the student's goals and academic needs.
2. After a study away program has been selected, the student should meet with the LEC director to discuss disability documentation and appropriate accommodations, which are considered on a case-by-case basis.
3. The LEC director will research the case and communicate with the Center for Global Learning and Engagement to determine the feasibility of providing accommodations at the anticipated location away.
4. A follow-up meeting at the LEC will be held with the student to discuss available accommodations at the location away and a possible plan of action.

Service Animals

Notice of Service Animal as a Disability Accommodation Policy

Service animals perform some of the functions and tasks that an individual with a disability cannot perform. Guide dogs are one type of service animal, used by some individuals who are blind. A guide dog is the type of service animal with which many are familiar. There are, however, service animals that assist persons with other kinds of disabilities in their day-to-day activities. Some examples include:

- Alerting persons with hearing impairments to sounds.
- Pulling wheelchairs or carrying and picking up things for persons with mobility impairments.
- Assisting persons with mobility impairments with balance.

A service animal is not a pet.

Pursuant to section 504 of the Rehabilitation Act of 1973 and its implementing regulations, Azusa Pacific University ("University") permits the use of a service animal in accordance with its Service Animal as a Disability Accommodation Policy. Section 504 prohibits discrimination on the basis of a disability under any program or activity of the University receiving federal financial assistance.

The intent of the University is to fully comply with section 504 of the Rehabilitation Act of 1973, and under that law the University permits the use of a service animal by an individual with a disability as further set forth in the Policy.

A service animal is a dog that is individually trained to do work or perform tasks for the benefit of the individual with a disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. The work or tasks performed by the service animal must be directly related to the individual's disability. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

Questions about this Policy may be directed to the Director of the Learning Enrichment Center, 901 E. Alostia Ave., Azusa, CA 91702, East Campus (between North Citrus Avenue and Stadium Way Road next door to Adams Hall), at (626) 815-3849 or lec@apu.edu, and any complaints alleging a violation of the Policy or noncompliance with its provisions will be governed by the University's Disability Grievance Policy for Students which can be found at apu.edu/lec/disabilities/grievance/. Copies are available at the office of the director of the Learning Enrichment Center and at One Stop | Undergraduate Enrollment Services Center, East Campus (near the intersection of East Alostia Avenue and North Citrus Avenue).

Service Animal as a Disability Accommodation Policy

In compliance with Section 504 of the Rehabilitation Act of 1973 including its implementing regulations, Azusa Pacific University ("University") does not discriminate on the basis of disability and is committed to providing equal educational opportunities for disabled students who qualify. The University permits the use of a service animal in accordance with its Service Animal as a Disability Accommodation Policy, as follows:

I. DEFINITION

"Service animal" means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

II. IN GENERAL

Azusa Pacific University permits the use of a service animal by an individual with a disability. APU requests such an individual complete a Learning Enrichment Center (LEC) Disability Accommodations Application and discuss his or her accommodation needs with an advisor in the LEC.

III. OTHER PROVISIONS

1. **Removal of Service Animal.** The University may ask an individual to remove a service animal from the premises if:
 - a. The animal is out of control and the animal's handler does not take effective action to control it;
 - b. The animal is not housebroken; or
 - c. The animal poses a direct threat to the health and safety of others (allergies and a fear of animals by others, generally, are not valid reasons for denying a student the right to have a service animal on University premises). A direct threat to the health and safety of others may be the basis for reasonable time, place, and manner restrictions.
2. **If an Animal is Properly Excluded.** If the University properly excludes a service animal under this Policy, it shall give the individual with a disability the opportunity to obtain goods, services, and accommodations without having the service animal on the premises.
3. **Animal Under Handler's Control.** A service animal shall be under the control of its handler. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).
4. **Care or Supervision.** The University is not responsible for the care or supervision of a service animal.
5. **Inquiries.** The University shall not ask about the nature or extent of a person's disability, but may make two inquiries to determine whether an animal qualifies as a service animal. The University may ask if the animal is required because of a disability and what work or task the animal has been trained to perform. The University shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal. Generally, the University may not make these inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).
6. **Access to Areas of the University.** An individual with a disability shall be permitted to be accompanied by his or her service animal in all areas of the University where members of the public, program participants, clients, customers, patrons, or invitees, as relevant, are allowed to go.
7. **Surcharges.** The University shall not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If the University normally charges individuals for the damage they cause, an individual with a disability may be charged for damage caused by his or her service animal.
8. **Questions.** Questions about this policy may be directed to the director of the Learning Enrichment Center, 901 E. Alosta Ave., Azusa, CA 91702, East Campus (between North Citrus Avenue and Stadium Way Road next door to Adams Hall) at (626) 815-3849 or lec@apu.edu.
9. **Complaints/Grievance Policy.** Complaints alleging any violation of this Policy or noncompliance with its provisions will be governed by the University's Disability Grievance Policy for Students which can be found at apu.edu/lec/disabilities/grievance/. Copies are available at the office of the director of the Learning Enrichment Center and at One Stop | Undergraduate Enrollment Services Center, East Campus (near the intersection of East Alosta Avenue and North Citrus Avenue).

The Noel Academy for Strengths-Based Leadership and Education

The mission of the Noel Academy for Strengths-Based Leadership and Education is to transform educational practices by equipping college and university faculty and staff with the tools to identify and nurture students' strengths as the foundation for their academic thriving.

The academy fulfills its mission through:

- **Training:** Consulting with colleges and universities to train faculty and staff to conduct strengths-based advising, coaching, teaching, team building, and curriculum design.
- **Research:** Conducting impact studies of strengths-based educational practices and functioning as a clearinghouse for research that is conducted on strengths-based practices.
- **Interventions:** Creating standardized strengths-based interventions that can be implemented on college campuses.
- **Assessment:** Creating a standardized impact measure for strengths-based interventions, along with a protocol for student interviews and focus groups.
- **Dissemination:** Disseminating the best practices in strengths-based education, along with research results, through the website, newsletters, and hosted conferences.

Office of Innovative Teaching and Technology

Online Programs: apu.edu/online

Online courses cover the same content as face-to-face courses, and are taught by fully qualified APU faculty. Material presentations and class discussions are conducted online. Online courses are typically conducted asynchronously, but in some instances faculty might schedule synchronous meetings, such as office hours and discussions, using web and other conferencing tools. These are **not** correspondence courses between a professor and one student, but full classes of students interacting with one another as well as with 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 who are unable to attend a campus program to participate in an 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, another way of becoming a lifelong learner wherein the responsibility for learning is shared by the student and professor.

APU offers online programs in a variety of disciplines. For a complete list, visit apu.edu/online/. Other individual online classes are offered that can be taken as part of traditional, face-to-face graduate programs. For more information about a specific online program, call (800) 825-5278. For more information about online learning at APU, contact the Office of Innovative Teaching and Technology (<http://www.apu.edu/itt>) at itt@apu.edu or (626) 387-5877.

Regional Campus Locations

In addition to main campus in Azusa, APU has seven regional locations throughout Southern California. Additional instructional sites may be available in some academic areas. The Office of the Regional Campuses, which coordinates and streamlines their operations, is located at:

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

Mailing Address:

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

Check with locations for specific programs offered.

Regional Campuses

High Desert Regional Campus

15283 Pahute Ave.
Victorville, CA 92395
(760) 952-1765
Fax: (760) 952-1734
highdesert@apu.edu
apu.edu/highdesert

Inland Empire Regional Campus

375 W. Hospitality Lane
San Bernardino, CA 92408
(909) 888-9977
Fax: (909) 888-8739
inlandempire@apu.edu
apu.edu/inland

Murrieta Regional Campus

40508 Murrieta Hot Springs Rd.
Murrieta, CA 92563-6403

(951) 304-3400
Fax: (951) 304-3388
murrieta@apu.edu
apu.edu/murrieta

Orange County Regional Campus

1915 Orangewood Ave., Suite 100
Orange, CA 92868-2046
(714) 935-0260
Fax: (714) 935-0356
orangecounty@apu.edu
apu.edu/orange

San Diego Regional Campus

5353 Mission Center Rd., Suite 300
San Diego, CA 92108-1306
(619) 718-9655
Fax: (619) 718-9659
sandiego@apu.edu
apu.edu/sandiego

Regional Sites

Los Angeles Regional Site

3580 Wilshire Blvd., Suite 200
Los Angeles, CA 90010-2501
(626) 857-2200
Fax: (213) 385-5891
losangeles@apu.edu
apu.edu/losangeles

Monrovia Regional Site

660 E. Huntington Dr.
Monrovia, CA 91016

Instructional Location

Redlands Community Hospital

350 Terracina Blvd.
Redlands, CA 92373

Sigma Iota Epsilon National Honorary and Professional Management Fraternity

The Master of Business Management (p. 285) program holds a prestigious membership in the Sigma Iota Epsilon (SIE) National Honorary and Professional Management Fraternity. Induction into the National Society of Sigma Iota Epsilon highlights the academic standards of the Master of Business Management program and the qualifications of the faculty. Approval from the national chapter also affirms the contribution and value of scholastic achievement in APU's management programs.

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

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 that 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 and professional students can participate in SoulQuest through:

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

Study Away Programs (Center for Global Learning and Engagement)

The Center for Global Learning and Engagement (<http://www.apu.edu/studyabroad>) coordinates efforts with APU deans and department chairs to develop short-term international and domestic 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 away in conjunction with their APU coursework.

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, including purchase and/or rental of new and used textbooks, as well as electronic versions (if available). The bookstore also offers opportunities throughout the year to sell back textbooks.

In addition to materials needed for students' courses, a selection of Christian books, Bibles, reference materials, and art and office supplies is available. Many books not carried by the University Bookstore are available by special order. The University Bookstore also offers everything needed to show school spirit, from APU T-shirts and sweatshirts to mugs and gifts. Students may also purchase graduation announcements, class rings, nursing pins, and badges. For students' convenience, a fax sending and receiving service is offered as well. Imprinting, balloon bouquets, and complimentary gift wrapping are available.

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

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

*The University Bookstore is closed Saturdays, Sundays, and holidays. Hours are subject to change. Visit bookstore.apu.edu for more information.

University Counseling Center

The University Counseling Center (UCC) exists to empower students to realize their personal and academic potential by promoting psychological, social, and spiritual wellness through Christian counseling and outreach services. UCC services are available to any student enrolled in undergraduate or graduate courses on the Azusa campus, and include individual counseling, couples counseling, group counseling, and educational workshops and

training. Students enrolled at APU's regional campuses may contact the UCC for brief consultation and local referral assistance. All services provided by the UCC are confidential. Learn more about the University Counseling Center (<http://www.apu.edu/counselingcenter>).

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 six regional location libraries in the High Desert, Inland Empire, Los Angeles, Murrieta, Orange County, and San Diego.

Regular hours for the three main-campus facilities can be found at apu.edu/library/about/hours/.

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

Library Use

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

Evoke, A Print Studio

Evoke, A Print Studio

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

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

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

Hours*

Monday-Thursday: 8 a.m.-6 p.m.

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

**Hours may vary during holidays and the summer.*

Location

Evoke is located at 936 Alostia Ave., in the University Promenade shopping center. For more information, visit apu.edu/campusauxiliary/evoke or call (626) 815-5078.

Vocation, Innovation, and Alumni

Center for Career and Calling (p. 88)

Office of Innovation (p. 89)

Center for Career and Calling

The Center for Career and Calling develops Azusa Pacific University disciples and scholars as difference makers by equipping them to engage their calling, prepare for their career, and connect professionally.

Career consultants are available to assist graduate and professional students with the following:

- Career exploration
- Personality and interest assessments
- Résumé writing
- Cover letter writing

- Interview preparation
- Mock interviews
- Internship search
- Job search
- LinkedIn

The center also offers the APU Career Network (<http://www.apu.edu/career/apucareernetwork>), an online job board where Azusa Pacific students and alumni can connect with employers.

Office of Innovation

The Office of Innovation founded Zuventurez to raise up entrepreneurs and their Kingdom-focused startups from the Azusa Pacific University community—undergraduate students, graduate students, and alumni. Zuventurez provides founders with interdisciplinary resources, education, and coaching from the moment an idea is born to well into the organization's growth phase.

Zuventurez *PITCH*

Dream. Build. Launch.

An entrepreneurial training program and startup pitch contest, Zuventurez PITCH is administered, taught, coached, and judged by Christian startup founders, angel investors, and business professionals. Student and alumni teams validate their business ideas and problem statements by competing against one another to earn a \$15,000 first-place prize.

Zuventurez *INCUBATE*

Zuventurez INCUBATE offers student and alumni teams who have some traction (e.g., business revenue and/or user growth) the opportunity to utilize APU-hosted workspace, weekly workshops, and a weekly dinner where our program participants hear about the experiences of seasoned startup founders. The program introduces startups to donors and angel investors who have the opportunity to fund a seed round.

Imagine the next Mark Zuckerberg coming out of APU, not only with a sustainable business and a philanthropic spirit, but also with a heart for Jesus Christ and a desire to expand the Kingdom.

For more information, visit [zuventurez.com](http://www.zuventurez.com) (<http://www.zuventurez.com>).

Writing Center

The Writing Center offers several forms of writing support that are free and available to all APU students:

- **In-person Appointments:** At any stage of the writing process, graduate and professional students can meet with a writing coach and receive individualized support to improve their writing projects and, more importantly, their writing skills. For more information on how to schedule an appointment, visit the Writing Center website (<http://www.apu.edu/writingcenter>).
- **Online Appointments:** Graduate and professional students can work with a writing coach online. During online appointments, students and writing coaches use video or chat and a mutual whiteboard space to work together in real time. Students pursuing their doctorate can also work with a doctoral consultant online.
- **Walk-in Hours:** The Writing Center offers walk-in hours during which students can work with available writing coaches individually or in groups. Students can also use this space to work independently in a supportive environment where they can ask questions as needed. View the current walk-in hours and location (<http://www.apu.edu/writingcenter/appointments/walkinhours>).
- **Graduate Writing Website:** APU's Writing Center maintains a Graduate Writing website (<http://www.apugraduatelwriting.com>) dedicated to demystifying the challenges of writing at the graduate level, building community among APU writers, and making the dissertation process as smooth and painless as possible.
- **Workshops:** The Writing Center provides several workshops (<http://www.apu.edu/writingcenter/workshops>) specifically for graduate students. Join us for discussions and practical guidance on topics including becoming a productive writer, scheduling major writing projects, and revision. Workshop dates are listed on our calendar (<http://www.apu.edu/writingcenter/calendar>).
- **Resources:** Stop by any of the locations or visit [apu.edu/writingcenter/resources](http://www.apu.edu/writingcenter/resources) for handouts on more than 35 writing challenges ranging from brainstorming to documentation.

Locations

The Writing Center is open year-round and has locations in Marshburn Library (East Campus), Building 1 (West Campus), and online, as well as a growing number of satellite locations at APU regional campuses and sites.

For more information, visit apu.edu/writingcenter.

Diversity

Diversity at APU

Transforming Hearts and Minds through Faith, Education, and Justice

"As an evangelical Christian community of disciples and scholars, Azusa Pacific University approaches diversity from a biblical perspective, affirming that diversity is an expression of God's image, love, and boundless creativity.

—*What We Believe: Our Identity and Values in Community*

Diversity is something that we value and uphold at Azusa Pacific University. Diversity was not just our idea, but God's. Therefore, we strive to push past political correctness and aim instead for an environment that respects and honors each individual's uniqueness while celebrating our collective commonalities. It is in this spirit that we continue important discourse on diversity, engage a variety of perspectives, and embrace active listening in a spirit of humility. We continue our efforts to recruit, hire, and support a diverse community in an effort to create a milieu that reflects the mosaic of God's Kingdom.

In our effort to promote and sustain diversity, we have identified two diversity centers to support students, staff, and faculty with their diversity needs. The Student Center for Reconciliation and Diversity (<http://www.apu.edu/scrd>) primarily serves our undergraduate students, and the Center for Diversity, Equity, and Inclusive Excellence (<http://www.apu.edu/cdeie>) serves our faculty and staff. For an overview of additional diversity-related offices, services, and programs, see our Diversity Matters brochure (http://catalog.apu.edu/graduateprofessional/diversity/Diversity_brochure_2.pdf) (PDF). To report only nonemergency bias-related incidents, use the Bias Incident Reporting (<http://www.apu.edu/diversity/bias>) tool.

Thank you for allowing us to serve you.

Kimberly B.W. Denu, Ph.D., MSW (<http://www.apu.edu/provost/faculty/kbwden>)
Vice President, Chief Diversity Officer

Center for Diversity, Equity, and Inclusive Excellence

Assisting Faculty and Staff in Their Efforts to Nurture Diversity

The Center for Diversity, Equity, and Inclusive Excellence serves as a resource for the implementation and nurturing of campus-wide, diversity-sensitive learning environments. The center supports faculty and staff through wider peer support, the Diversity Ambassador Initiative (<http://www.apu.edu/diversity/ambassadors>), and various professional development opportunities designed to help equip them for effective student learning engagement.

The center strives to assist faculty and staff through:

- Hosting diversity luncheons and workshops with speakers focusing on various topics related to equity and creating inclusive learning environments.
- Providing Faculty of Color Network luncheons focused on strategies to support and retain faculty.
- Collaborating with the Student Center for Reconciliation and Diversity (<http://catalog.apu.edu/undergraduate/diversity/student-center-for-reconciliation-and-diversity>) to promote communication and engagement among students, staff, faculty, and administration.
- Promoting the integration of APU's Identity Statement on Diversity (<http://www.apu.edu/about/diversity>) into all curricular and cocurricular aspects of the university.
- the Bias Incident Reporting (<http://www.apu.edu/diversity/bias>) tool for nonemergency incidents only.

For more information, contact the center at (626) 387-5821. For an overview of additional diversity-related offices, services, and programs, see our Diversity Matters brochure (http://catalog.apu.edu/undergraduate/diversity/student-center-for-reconciliation-and-diversity/Diversity_brochure_2.pdf).

College of Liberal Arts and Sciences

The College of Liberal Arts and Sciences (<http://www.apu.edu/clas>) (CLAS) advances the mission of the university by cultivating academic programs of excellence in the humanities, social sciences, and STEM (science, technology, engineering, and math) disciplines; fostering a culture of scholarship among faculty and students; and preparing students for advanced study, civic engagement, vocational success, and a well-lived life.

The college includes eight academic departments, seven special programs, centers, and institutes, and nearly 100 full-time faculty. CLAS offers a wide range of major and minor undergraduate degree programs, and the graduate division houses graduate-level programs in English (p. 99) and Teaching English to Speakers of Other Languages (TESOL) (p. 100), and Biotechnology (p. 118). CLAS also offers many of the courses in the university's General Education (<http://catalog.apu.edu/undergraduate/academic-programs/general-education-program>) program, and it oversees the student newspaper, student magazine, student television news program, campus radio station, and numerous discipline-specific student honor societies.

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

Division of Graduate Studies

Master of Science in Biotechnology (p. 118)

Department of English

Master of Arts in English (p. 99)

Department of Global Studies and Sociology

Master's Degrees in Teaching English to Speakers of Other Languages (TESOL)

- On Campus (p. 116)
- Online (p. 117)
- Field-based (p. 115)
- Christ's College Cooperative Program (p. 114)

Certificates in:

Teaching English to Speakers of Other Languages (TESOL)

- On Campus (p. 114)
- Online (p. 114)
- Field-based (p. 114)

Teaching English as a Foreign Language (TEFL)

- On Campus (p. 108)
- Online (p. 108)
- Field-based (p. 108)

Faculty

Dean

Jennifer E. Walsh (<http://www.apu.edu/clas/faculty/jwalsh>), Ph.D., Professor of Political Science

Associate Deans

Denise Ferguson (<http://www.apu.edu/clas/faculty/dferguson>), Ph.D., Professor of Communication Studies

Theodore Szeto (<http://www.apu.edu/clas/faculty/tszeto>), Ph.D., Associate Professor of Mathematics

American Language and Culture Institute

The American Language and Culture Institute (<http://www.apu.edu/international/alci>) (ALCI) offers intensive English as a Second Language (ESL) courses and cultural programs to international students, enabling them to acquire the necessary academic skills to function and compete within the American university environment. Students who have not obtained the required English proficiency scores may complete ALCI's program to enter their undergraduate or graduate program at APU. To serve the whole person, ALCI also offers peer mentoring and leadership development through the American International Mentoring program (AIM) (<http://www.apu.edu/international/scholars/programs/aim>).

ALCI's certificate program contains three levels of study taught in two 15-week semesters and one 11-week summer semester with approximately 18 hours of class time weekly per level as listed below. Students who have been conditionally admitted to the undergraduate program must complete Level 4 to meet the English proficiency requirement, whereas students conditionally admitted to a graduate program must complete Level 5 of ALCI to meet the English proficiency requirement. To complete Levels 3–4, students must pass all courses with an 80 percent (*B-*) or higher. To complete Level 5, students must pass all courses with an 85 percent (*B*) or higher.

To enter ALCI, students must meet the one of the following testing requirements: iBT score of 50; IELTS score of 5.0; or Level 3 placement on the ALCI placement exam. Please note that once a student is accepted to ALCI, that student's placement is determined by the ALCI placement exam taken at the beginning of the semester.

American Language and Culture Institute Courses

Basic Level Courses (1 and 2 combined) ¹

| | | |
|---------|---|---|
| ALCI 21 | Academic Composition and Reading Skills (Basic) | 8 |
| ALCI 22 | Basic Life Skills | 2 |
| ALCI 23 | Basic Pronunciation | 2 |
| ALCI 25 | Basic Oral Communication | 4 |

Intermediate Level Courses (3 and 4)

| | | |
|---------|---|---|
| ALCI 31 | Academic Composition and Reading Skills 3 | 8 |
| ALCI 32 | Academic Skills for Intermediate Learners | 1 |
| ALCI 35 | Intermediate Oral Communication | 4 |
| ALCI 41 | Academic Composition and Reading Skills 4 | 4 |
| ALCI 43 | Intermediate Pronunciation | 4 |
| ALCI 44 | Intercultural Communication | 2 |
| ALCI 45 | Grammar/Seminar Speaking 4 | 4 |
| ALCI 46 | Presentation Skills | 3 |
| ALCI 48 | Capstone Project | 4 |

Advanced level courses (5)

| | | |
|---------|--|-----|
| ALCI 52 | Observation Report | 3 |
| ALCI 53 | Advanced Pronunciation | 2 |
| ALCI 55 | Grammar/Seminar Speaking 5 | 4 |
| ALCI 56 | Advanced Presentation and Seminar Skills | 3 |
| ALCI 58 | Research Project | 5 |
| ALCI 61 | Advanced Reading and Vocabulary Acquisition Strategies | 3 |
| ALCI 64 | Personal Leadership Development | 2 |
| ALCI 65 | Christianity and Contemporary Worldviews | 3 |
| ALCI 67 | Critical Thinking and Analysis | 3 |
| ALCI 68 | Advanced Research Project | 1-3 |

¹ These courses not offered in fall 2017.

In addition to the courses required for each level, ALCI students are required to participate in the AIM program (<http://www.apu.edu/international/scholars/programs/aim>) during the first semester of their studies. Also, mandatory chapel attendance is expected of all ALCI and undergraduate students on APU's campus. Finally, students will meet with an academic advisor to discuss their study plans at APU.

ALCI 27, Introduction to Christian Culture & Values - Basic, 2 Units

This course is designed for international students who have no knowledge of Christianity, or who are young Christians. This course introduces basic terminology, concepts and themes of the Bible and Christian life that are necessary for students to understand and apply in their undergraduate studies and community life at APU.

Prerequisite: Must be a student in the ALCI Program.

ALCI 31, Academic Composition and Reading Skills 3, 8 Units

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

Prerequisite: Must be a student in the ALCI Program.

ALCI 32, Academic Skills for Intermediate Learners, 1 Unit

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

Prerequisite: Must be a student in the ALCI Program.

ALCI 35, Intermediate Oral Communication, 4 Units

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

Prerequisite: Must be a student in the ALCI Program.

ALCI 37, Introduction to Christian Culture & Values - Intermediate, 2 Units

For international students who have no background in Christianity, this course provides a fundamental knowledge base in a context appropriate for intermediate-level English language learners. For international students with a Christian background, this course creates dialogue on their theology, fosters reflection on how to apply a Biblically founded worldview in their lives, and encourages their ability to dialogue with those of other beliefs.

ALCI 41, Academic Composition and Reading Skills 4, 4 Units

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

Prerequisite: Must be a student in the ALCI Program.

ALCI 43, Intermediate Pronunciation, 4 Units

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

Prerequisite: Must be a student in the ALCI Program.

ALCI 44, Intercultural Communication, 2 Units

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

Prerequisite: One semester required of Level 4, 5, or 6. Must be a student in the ALCI Program.

ALCI 45, Grammar/Seminar Speaking 4, 4 Units

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

Prerequisite: Must be a student in the ALCI Program.

ALCI 46, Presentation Skills, 3 Units

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

Prerequisite: Must be a student in the ALCI Program.

ALCI 47, Biblical Foundations for ESL Learners, 2 Units

This course teaches biblical terms and concepts at a High Intermediate ESL level, requiring students to: 1) read an entire book of the Bible; 2) to participate in seminar discussions; and 3) write weekly summary/response papers at an undergraduate writing level. For students with no background in Christianity, this course provides prerequisite theological vocabulary and concepts necessary to succeed in required undergraduate theology courses at APU. For students with a background in Christianity, this course promotes theological dialogue with those of other beliefs.

Prerequisite: Must be a student in the ALCI Program.

ALCI 48, Capstone Project, 4 Units

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

Prerequisite: Must be a student in the ALCI Program.

ALCI 52, Observation Report, 3 Units

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

Prerequisite: Must be a student in the ALCI Program.

ALCI 53, Advanced Pronunciation, 2 Units

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

Prerequisite: ALCI 43. Must be a student in the ALCI Program.

ALCI 55, Grammar/Seminar Speaking 5, 4 Units

This advanced ESL class trains students to apply advanced grammar structures in graduate writing/speaking. In addition to writing graduate-level critiques, students use grammar in meaningful, realistic conversations that replicate seminar-style graduate courses.

Prerequisite: ALCI 45 Grammar/Seminar Speaking - Level 4. Must be a student in the ALCI Program.

ALCI 56, Advanced Presentation and Seminar Skills, 3 Units

This course equips international ESL students with advanced presentation skills needed to succeed in the university. Critical thinking, organization, and rhetorical cues are addressed.

Prerequisites: This course is offered to Level S-6 students. As such, students must successfully meet Level 4 exit criteria prior to the course. Must be a student in the ALCI Program.

ALCI 58, Research Project, 5 Units

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

Prerequisite: Must be a student in the ALCI Program.

ALCI 61, Advanced Reading and Vocabulary Acquisition Strategies, 3 Units

This course equips advanced ESL students with the requisite reading and vocabulary acquisition strategies, techniques, and practices necessary to comprehend graduate-level texts while concurrently developing a foundational, field-based lexicon.

Prerequisites: This course is offered to Advanced level students. As such, students must successfully meet Level 4 exit criteria prior to the course. Must be a student in the ALCI Program.

ALCI 64, Personal Leadership Development, 2 Units

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

Prerequisite: Must be a student in the ALCI Program.

ALCI 65, Christianity and Contemporary Worldviews, 3 Units

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

Prerequisite: Must be a student in the ALCI Program.

ALCI 67, Critical Thinking and Analysis, 3 Units

This course equips advanced ESL students with the requisite strategies, techniques and practices to develop critical and analytical skills necessary to rigorously engage ideas and arguments in spoken and written forms at the graduate level.

Prerequisites: This course is offered to Level 5-6 students. As such, students must successfully meet Level 4 exit criteria prior to the course. Must be a student in the ALCI Program.

ALCI 68, Advanced Research Project, 1-3 Units

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

Prerequisite: ALCI 58. Must be a student in the ALCI program.

ALCI 99, ESL Tutorial: Communication Skills, 1-4 Units

This course offers supplemental learning to international students enrolled in ALCI, undergraduate or graduate courses, who have been required to receive remedial academic support in ESL. Course content will be tailored to meet the specific needs of the student(s), according to the skills required by the referring instructor or program. The ALCI director, APU instructors or program directors may refer students to take this tutorial. This course may be repeated as required by the recommending department.

Faculty

Associate Professor

Michael Chamberlain (<http://www.apu.edu/clas/faculty/mchamberlain>), Ph.D. Candidate, Program Director

Assistant Professor

Lauren Carroll (<http://www.apu.edu/clas/faculty/lcarroll>), M.A.

Senior Adjunct Faculty

Denzil Barnett (<http://www.apu.edu/clas/faculty/dbarnett>), Ph.D. Candidate

Adjunct Faculty

Jennifer Cachiaras (<http://www.apu.edu/international/alci/faculty/jcachiaras>), M.A., Lecturer

Kevin Chan (<http://www.apu.edu/international/alci/faculty/kevinchan>), M.A., Lecturer

Lisa Lee (<http://www.apu.edu/clas/faculty/llee>), M.A., Lecturer

Robert Rader (<http://www.apu.edu/international/alci/faculty/rrader>), M.A., Lecturer

Bryan Shaw (<http://www.apu.edu/international/alci/faculty/bshaw>), M.A., Lecturer

Rita Su, M.A., Lecturer

Rita Van Dyke-Kao (<http://www.apu.edu/clas/faculty/rkao>), M.A., Lecturer

Center for Research in Science

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

One of the center's hallmark activities (open to the community at large) is hosting the popular CRIS Science, Faith, and Culture lecture series in which experts from various disciplines present thought-provoking perspectives on important issues of the day. A variety of topics ranging from cosmological and biological origins to environmental stewardship to human dignity and bioethics are discussed.

CRIS also encourages student and faculty research by arranging intra- and extramural internships, inviting visiting scientists to engage with students on campus, and working to establish synergistic partnerships with local businesses and organizations.

For more information, call (626) 815-6480 or visit apu.edu/cris/.

Department of English

Mission

The Department of English introduces students to significant works of the literary imagination, guides their development in language and composition, and encourages them to read attentively, reflect deeply, write cogently, and express themselves creatively, all to glorify God and serve others.

Program Overview

The M.A. in English (p. 99) provides professional preparation and personal enrichment to students in the field of literary studies, broadly conceived to include literature, cultural/film studies, and creative and/or professional writing. In keeping with the mission of Azusa Pacific, this program encourages an active conversation between Christianity and literature, preparing scholars, writers, and teachers for cultural engagement from a Christian perspective through the development of analytical and creative writing skills enriched by a theologically informed approach to reading, writing, teaching, and thinking about literary and other cultural texts.

4+1 B.A./M.A. Program

For undergraduate students, a fifth-year option allows recent graduates to complete the master's degree in just one additional academic year. Exceptionally promising APU English majors (<http://catalog.apu.edu/undergraduate/liberal-arts-sciences/english/#undergraduateprogramtext>) may apply in their junior year for admission to the 4+1 B.A./M.A. degree program. Once admitted, these students would complete up to 6 units of 500 level graduate coursework during their senior year and complete the remaining 24 units over the next academic year (fall, spring, and summer terms; e.g., 9 units in the fall term, 9 units in the spring term, 6 units in the summer term). For more information about the 4+1 B.A./M.A. in English program, students should contact the department chair at (626) 815-3079 or consult program information in the Undergraduate Catalog (<http://catalog.apu.edu/undergraduate/liberal-arts-sciences/english>).

Career Opportunities

The Master of Arts in English equips students for careers in higher education, secondary school teaching, community college teaching, writing, business, government, and nonprofit organizations. The program also develops students' ability to think critically, write persuasively, and solve problems creatively—strengths that are desirable in many career fields.

- Master of Arts in English (p. 99)

ENGL 500, The Christian Imagination, 3 Units

Students in this course will explore the history of Christian Aesthetics, especially as it applies to the reading and writing of literature. They will engage with thinkers representing a broad range of historical periods, geographic locations, and faith traditions, seeking to understand various ways that Christians have understood the role of the arts in church and culture. After surveying this variety of approaches, students will begin refining their own convictions about the relationship between literature and faith and begin articulating their own sense of vocation as writers, readers, scholars, critics, and teachers. Students will respond to the extensive reading in this class by writing a scholarly paper.

ENGL 510, Literature and the Bible, 3 Units

Students in this course will develop critical strategies for using the Bible as a tool for literary study. They will learn various ways the Bible has been read "as literature" as well as the special challenges of reading the Bible as a "sacred text." They will gain expertise in bringing the Bible into conversation with "secular" literature and culture in ways that open rather than shut down dialogue. They will examine biblical imagery, symbols, archetypes, and other story-telling devices in literary and other texts, making applications to genres pertinent to their concentration, for example, poetry and the Bible, parables in film and literature, or critical analysis of biblical archetypes in the work of a particular author or group of authors.

ENGL 520, Literature and Theology, 3 Units

Students in this course will read, discuss, and critically analyze literary texts that deal directly or implicitly with religious themes. The main goal will be to integrate the study of literary texts with insights gleaned from Christian theology and the Bible. To that end, students will familiarize themselves with basic Christian doctrines (creation, fall, redemption) and bring these doctrines into conversation with the literature assigned for the course, as well as literary texts they will select for further research. The culminating project will be a publishable (or conference worthy) critical paper that examines one or several literary texts from a theologically informed Christian perspective.

ENGL 530, British Literature Seminar, 3 Units

This course studies various special topics in British literature and culture, including but not limited to authors, genres, movements, periods, and methodologies in British literary studies. Students will study a range of authors and texts as well as relevant secondary sources.

ENGL 540, American Literature Seminar, 3 Units

This course studies various special topics in American literature and culture, including but not limited to authors, genres, movements, periods, and methodologies in American literary studies. Students will study a range of authors and texts as well as relevant secondary sources.

ENGL 550, World Literature Seminar, 3 Units

This course studies various special topics in world literature and culture, including but not limited to authors, genres, movements, periods, and methodologies in comparative literature and literary studies. Students will study a range of authors and texts as well as relevant secondary sources.

ENGL 560, Creative Writing Seminar, 3 Units

The creative writing workshop will enable students to create original texts in a creative genre (poetry, fiction, creative nonfiction, playwriting, screenwriting, or hybrid genres) by studying existing texts in that genre, exploring writing craft, and working through revision techniques.

ENGL 568, Writing for Religious Audiences, 3 Units

Millions of readers across the world enjoy works written specifically for a Christian audience. The daily devotional magazine *The Upper Room*, for example, has a worldwide readership of 2 million. Charles Stanley's *In Touch* magazine has a readership of 1 million for the print and online versions of the publication. Students in this course will learn to write for this large Christian audience and how to market their work to editors and agents. They will focus on the types of articles that are particularly open to freelance writers, such as book reviews, personal experience articles, and personal profiles. They will also learn and practice the process of writing a book proposal and sample chapters for a non-fiction book targeted to the Christian market. Students will participate in an off-campus professional writers conference where they will pitch their article or book ideas to editors and agents.

ENGL 570, Graduate Research Methods in English, 3 Units

The goal of this class is to help students make the intellectual and emotional transition from undergraduate to graduate work, empower students with the key skills they will need during their graduate work, and prepare them for work and/or further study beyond the MA. The course will introduce students to graduate level standards for doing and presenting research in English and its related disciplines. It will enlarge and deepen students' repertoire of skills in effectively using available research tools, including library databases, WorldCat, Link+, etc. Students will build on the skills acquired as undergraduates in finding, critically evaluating, analyzing, and synthesizing primary and secondary sources in order to make a contribution to the existing scholarly discourse. Students will learn to recognize how and where their individual interests and worldview intersect with, challenge, and speak to the larger academic community. Students will also learn to formulate, deepen, and pursue graduate level questions of scholarly interest over a sustained period of time. This class will prepare students for their other graduate level classes in the MA program and equip students to function as independent scholars outside the umbrella of a professor's guidance. Students who intend to pursue doctoral work, the legal field, or other careers involving research are strongly encouraged to take this class. Students who have been away from study for more than a year are also strongly encouraged to take this class.

ENGL 580, Critical Theory Seminar, 3 Units

This course introduces students to critical theory in the context of a specific theme, theoretical movement, or literary topic. Students will examine and practice models of critique and cultural analysis, considering how literature and language develops in particular social and material conditions. Topics will cover both major theoretical movements in critical theory, such as post-structuralism, reader-response, queer theory, hermeneutics, and post-colonial studies, as well as emerging theoretical approaches, such as affect studies, critical race studies, eco-criticism, historical phenomenology, new formalism, and transnational studies. Course assignments are designed to equip students with the knowledge and skills required to do interdisciplinary work in literary studies.

ENGL 590, Writing Center Pedagogy and Practice, 3 Units

In this course, students will explore the pedagogical theory behind writing centers and, at a basic level, composition courses. Students will also learn to apply the theory in their own interactions with students, potentially in Azusa Pacific University's Writing Center while enrolled in the Master's program, and/or in their future careers. In addition, students will come to better understand the complexities of writing processes, what successful writing processes look like, process and post-process theory, and how to improve their own processes.

ENGL 591, Literature Pedagogy for Adult Audiences, 3 Units

In this course, students will deepen their work of developing the literary mind as they apply their knowledge of literature to processes of planning, implementing, assessing, and reflecting on lessons, materials (including media), and curricula for adolescent and adult learners. To accomplish these competencies, students will read, discuss, and critically analyze texts and media that deal directly or implicitly with the study of literature, learning theory (e.g., envisionment, transactional theory of the literary work, formalism), and the Common Core State Standards. They will practice research-based teaching pedagogy that addresses the needs of diverse learners (e.g., generational, cultural, linguistic, learning styles, learning needs) at the secondary or college level. Observation of, and interviews with, expert teachers, coupled with curricular (lesson and syllabus) planning, teaching, research, discussion, application, and assessment will provide students with a practical foundation for teaching from a theologically-informed Christian perspective.

ENGL 592, Introduction to Composition Studies, 3 Units

This course provides an introduction to the rich, diverse field that is Composition studies today. The focus in the course is on learning about pedagogy that encourages effective writing, though some reading in theory is recommended to deepen awareness of how unexamined theory can lead to ineffective classroom practices. Topics of focus will include teaching process, understanding discourse models, using assessment for effective learning, studying composition historiographies, understanding how social, expressivist, and cognitive approaches to writing and language are important to pedagogies, understanding post-process theories of rhetoric, and learning new and various ways to assess writing.

ENGL 598, Thesis/Portfolio, 3 Units

Students in this seminar will write a forty to sixty page thesis that examines a well-focused question or problem through an informed context that is critical, theoretical, and/or historical. Students focusing on creative or professional writing may choose to develop a portfolio consisting of various original works of fiction, poetry, creative non-fiction, or material formatted for presentation on the stage or screen. To this portfolio of original creative efforts students will append a brief (five to ten page) commentary or critical paper discussing the aesthetic, philosophical, psychological, and/or theological dimensions of their work.

Prerequisite: Sixty percent of course work to MA completed before taking 598.

ENGL 599, Independent Study, 1-3 Units

In this course students pursue a program of individual study with a supervising faculty member on a subject or interest not covered in regular course offerings, which is developed in consultation with the faculty member and approved by the department chair.

Faculty

Department Chair

Windy Petrie (<http://www.apu.edu/clas/faculty/wpetrie>), Ph.D.

Director of Graduate Studies

Mark Eaton (<http://www.apu.edu/clas/faculty/meaton>), Ph.D.

Professor

Joseph Bentz (<http://www.apu.edu/clas/faculty/jbentz>), Ph.D.

Andrea Ivanov Craig (<http://www.apu.edu/clas/faculty/aivanovcraig>), Ph.D.

Eric Drewry (<http://www.apu.edu/clas/faculty/edrewry>), Ph.D.

Mark Eaton (<http://www.apu.edu/clas/faculty/meaton>), Ph.D.

David Esselstrom (<http://www.apu.edu/clas/faculty/desselstrom>), Ph.D.

Emily Griesinger (<http://www.apu.edu/clas/faculty/egriesinger>), Ph.D.

Carole Lambert (<http://www.apu.edu/clas/faculty/clambert>), Ph.D.

Associate Professor

Sarah Adams (<http://www.apu.edu/clas/faculty/sadams>), Ph.D.

Thomas Allbaugh (<http://www.apu.edu/clas/faculty/tallbaugh>), Ph.D.

Patricia Andujo (<http://www.apu.edu/clas/faculty/pandujo>), Ph.D.

Michael Clark (<http://www.apu.edu/clas/faculty/mclark>), Ph.D.

Caleb Spencer (<http://www.apu.edu/clas/faculty/cspencer>), Ph.D.

Assistant Professor

Kristen Sipper (<http://www.apu.edu/clas/faculty/ksipper>), Ph.D.

Matthew Smith (<http://www.apu.edu/clas/faculty/mjsmith>), Ph.D.

Professor Emeritus

Nancy Brashear (<http://www.apu.edu/clas/faculty/nbrashear>), Ph.D.

Master of Arts in English

APU offers an M.A. in English that provides professional preparation and personal enrichment to students in the field of literary studies, broadly conceived to include literature, cultural/film studies, and creative and/or professional writing. In keeping with the mission of Azusa Pacific University, this program encourages an active conversation between Christianity and literature, preparing scholars, writers, and teachers for cultural engagement from a Christian perspective through the development of analytical and creative writing skills enriched by a theologically informed approach to reading, writing, teaching, and thinking about literary and other cultural texts.

Students in the program take a total of 10 courses of 3 units each (30 units).

No more than 12 units may be taken in a given term (or 4 courses). Students will complete the program in 3-4 terms by taking 2-3 courses each term.

However, exceptionally promising undergraduate students admitted into the 4+1 B.A./M.A. degree option may complete up to 6 units of 500-level graduate coursework during their senior year and complete the remaining 24 units over the next academic year (2 terms + summer term, e.g., 9 units in the fall term, 9 units in the spring term, and 6 units in the summer term). For more information about the 4+1 option, contact Windy Petrie, department chair, at wpetrie@apu.edu.

Coursework

30 units

In consultation with the director of graduate studies, students will design a program consisting of 27 units of coursework and 3 units of thesis/portfolio preparation and assessment. Individual programs will vary depending on the student's personal and professional goals and on the availability of courses in any given term. It is highly recommended that students consult early and throughout their program with the director of graduate studies in choosing their courses.

Core Classes

Select two of these three ¹

| | | |
|----------|---------------------------|--|
| ENGL 500 | The Christian Imagination | |
| ENGL 510 | Literature and the Bible | |
| ENGL 520 | Literature and Theology | |

Thesis Course

| | | |
|----------|------------------|---|
| ENGL 598 | Thesis/Portfolio | 3 |
|----------|------------------|---|

Elective Courses

21

Select seven courses from the following ^{2, 3}

| | | |
|----------|---|--|
| ENGL 530 | British Literature Seminar | |
| ENGL 540 | American Literature Seminar | |
| ENGL 550 | World Literature Seminar | |
| ENGL 560 | Creative Writing Seminar | |
| ENGL 568 | Writing for Religious Audiences | |
| ENGL 570 | Graduate Research Methods in English | |
| ENGL 580 | Critical Theory Seminar | |
| ENGL 590 | Writing Center Pedagogy and Practice | |
| ENGL 591 | Literature Pedagogy for Adult Audiences | |
| ENGL 592 | Introduction to Composition Studies | |

Total Units

30

¹ If the student wishes, the third core course may be taken as an elective choice.

² If not taken for the core, ENG 500, ENG 510, or ENG 520 may be taken as an elective choice.

³ ENG 530, ENG 540, ENG 550 may be repeated if the seminar topic differs from the previous enrollments.

Department of Global Studies, Sociology, and TESOL

Accreditation

- Azusa Pacific University is accredited by the WASC Senior College and University Commission (WSCUC).

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

Admission

University graduate admission and program acceptance requirements must be met before an application is complete (see Admission to the University (p. 13)).

View program-specific application requirements at apu.edu/gpc/admissions/requirements/program/.

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

Master's Degrees in:

Teaching English to Speakers of Other Languages (TESOL)

- On Campus (p. 116)
- Online (p. 117)
- Field-based (p. 115)
- Christ's College Cooperative Program (p. 114)

Certificates in:

Teaching English to Speakers of Other Languages (TESOL)

- On Campus (p. 114)

- Online (p. 114)
- Field-based (p. 114)

Teaching English as a Foreign Language (TEFL)

- On Campus (p. 108)
- Online (p. 108)
- Field-based (p. 108)

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

Teaching English to Speakers of Other Languages

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

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

Mission Statement for TESOL Programs

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

Corequisites

1. Language Proficiency

- For the master's degree, 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.
- All students graduating from non-English speaking institutions must satisfy the English Proficiency Requirements (p. 17). In addition, the following scores on the Internet-based TOEFL are required for admission to the online or field-based TESOL programs.
 - Reading: 25
 - Speaking: 25
 - Writing: 25
 - Listening: 25

2. Professional Development

Students are required to provide evidence of attendance at a national, state, or regional conference related to language teaching prior to completion of the master's degree.

Cross-program Enrollment

Students in the TESOL master's degree programs may take up to three courses in a different format—on campus, online, and field-based. The program director's approval is required prior to enrollment.

TESL 500, English for Internationals, 3 Units

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 Units

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

TESL 503, Language and Culture Learning, 3 Units

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

TESL 505, Second-language Acquisition, 3 Units

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 505A, Second-language Acquisition: Part I, 1 Unit

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? In the field-based program, courses are offered as three 1-unit courses to be taken in sequence. TESL 505A, B, C combined is interchangeable with/equivalent to TESL 505.

TESL 505B, Second-language Acquisition: Part II, 1 Unit

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? In the field-based program, courses are offered as three 1-unit courses to be taken in sequence. TESL 505A, B, C combined is interchangeable with/equivalent to TESL 505.

Prerequisite: TESL 505A

TESL 505C, Second-language Acquisition: Part III, 1 Unit

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? In the field-based program, courses are offered as three 1-unit courses to be taken in sequence. TESL 505A, B, C combined is interchangeable with/equivalent to TESL 505.

Prerequisites: TESL 505A, TESL 505B

TESL 509, Special Topics in TESOL, 1-3 Units

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 Units

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 515A, Teaching English Grammar: Part I, 1 Unit

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. The field-based program offers three 1-unit courses to be taken in sequence. TESL 515A, B, C combined is interchangeable with/equivalent to TESL 515.

TESL 515B, Teaching English Grammar: Part II, 1 Unit

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. The field-based program offers three 1-unit courses to be taken in sequence. TESL 515A, B, C combined is interchangeable with/equivalent to TESL 515.

Prerequisite: TESL 515A

TESL 515C, Teaching English Grammar: Part III, 1 Unit

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. The field-based program offers three 1-unit courses to be taken in sequence. TESL 515A, B, C combined is interchangeable with/equivalent to TESL 515.

Prerequisites: TESL 515A, TESL 515B

TESL 525, Teaching English Pronunciation, 3 Units

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 525A, Teaching English Pronunciation: Part I Phonetic Description, 1 Unit

The phonology of English is addressed with a view toward 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 525A, B, C combined is interchangeable with/equivalent to TESL 525.

TESL 525B, Teaching English Pronunciation: Part II Teaching Materials, 1 Unit

The phonology of English is addressed with a view toward 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 525A, B, C combined is interchangeable with/equivalent to TESL 525.

Prerequisite: TESL 525A

TESL 525C, Teaching English Pronunciation: Part III Needs Assessment, 1 Unit

The phonology of English is addressed with a view toward 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 525A, B, C combined is interchangeable with/equivalent to TESL 525.

Prerequisites: TESL 525A and TESL 525B

TESL 530, Intercultural Communication and Language Teaching, 3 Units

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 530A, Intercultural Communication and Language Teaching: Preparing an Ethnographic Inquiry, 1 Unit

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. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence (either Summer 2, FI, FII or Spring I, II, and Summer 1), each section (A,B,C) is one unit each. TESL 530A, B, C combined is interchangeable with/equivalent to TESL 530.

TESL 530B, Intercultural Communication and Language Teaching: Implementing an Ethnographic Inquiry, 1 Unit

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. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence (either Summer 2, FI, FII or Spring I, II, and Summer 1), each section (A,B,C) is one unit each. TESL 530A, B, C combined is interchangeable with/equivalent to TESL 530.

Prerequisite: TESL 530A

TESL 530C, Intercultural Communication and Language Teaching: Writing up and Reporting an Ethnographic Inquiry, 1 Unit

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. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence (either Summer 2, FI, FII or Spring I, II, and Summer 1), each section (A,B,C) is one unit each. TESL 530A, B, C combined is interchangeable with/equivalent to TESL 530.

Prerequisites: TESL 530A and TESL 530B

TESL 535, Sociolinguistics and Language Teaching, 3 Units

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 535A, Sociolinguistics and Language Teaching: Part I, 1 Unit

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 535A, B, C combined is interchangeable with/equivalent to TESL 535.

TESL 535B, Sociolinguistics and Language Teaching: Part II, 1 Unit

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 535A, B, C combined is interchangeable with/equivalent to TESL 535.

Prerequisite: TESL 535A

TESL 535C, Sociolinguistics and Language Teaching: Part III, 1 Unit

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 535A, B, C combined is interchangeable with/equivalent to TESL 535.

Prerequisites: TESL 535A and TESL 535B

TESL 537, Critical Perspectives on Christianity and English Language Teaching, 3 Units

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 537A, Critical Perspectives on Christianity and English Language Teaching: Part I, 1 Unit

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 537A, B, C combined is interchangeable with/equivalent to TESL 537.

TESL 537B, Critical Perspectives on Christianity and English Language Teaching: Part II, 1 Unit

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 537A, B, C combined is interchangeable with/equivalent to TESL 537.

Prerequisite: TESL 537A

TESL 537C, Critical Perspectives on Christianity and English Language Teaching: Part III, 1 Unit

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 537A, B, C combined is interchangeable with/equivalent to TESL 537.

Prerequisites: TESL537A, TESL 537B

TESL 545, Second-language Pedagogy I, 3 Units

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

TESL 545A, Second-language Pedagogy I: Part I, 1 Unit

An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management. TESL 545A, B, C combined is interchangeable with/equivalent to TESL 545.

TESL 545B, Second-language Pedagogy I: Part II, 1 Unit

An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management. TESL 545A, B, C combined is interchangeable with/equivalent to TESL 545.

Prerequisite: TESL 545A

TESL 545C, Second-language Pedagogy I: Part III, 1 Unit

An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management. TESL 545A, B, C combined is interchangeable with/equivalent to TESL 545.

Prerequisites: TESL 545A, TESL 545B

TESL 548, Teaching EFL with Children, 3 Units

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 Units

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 550A, Second-language Pedagogy II: Part I, 1 Unit

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 550A, B, C combined is interchangeable with/equivalent to TESL 550.

TESL 550B, Second-language Pedagogy II: Part II, 1 Unit

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 550A, B, C combined is interchangeable with/equivalent to TESL 550.

Prerequisite: TESL 550A

TESL 550C, Second-language Pedagogy II: Part III, 1 Unit

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 550A, B, C combined is interchangeable with/equivalent to TESL 550.

Prerequisites: TESL 550A and TESL 550B

TESL 557, Reflective Teaching, 3 Units

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 557A, Reflective Teaching: Part I, 1 Unit

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 557A, B, C combined is interchangeable with/equivalent to TESL 557.

TESL 557B, Reflective Teaching: Part II, 1 Unit

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 557A, B, C combined is interchangeable with/equivalent to TESL 557.

Prerequisite: TESL 557A

TESL 557C, Reflective Teaching: Part III, 1 Unit

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 557A, B, C combined is interchangeable with/equivalent to TESL 557.

Prerequisites: TESL 557A, TESL 557B

TESL 560, Language Program Design, 3 Units

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 560A, Language Program Design: Part I, 1 Unit

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 560A, B, C combined is interchangeable with/equivalent to TESL 560.

TESL 560B, Language Program Design: Part II, 1 Unit

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. TESL 560A, B, C combined is interchangeable with/equivalent to TESL 560.

Prerequisites: second-year status in program, TESL 560A

TESL 560C, Language Program Design: Part III, 1 Unit

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. TESL 560A, B, C combined is interchangeable with/equivalent to TESL 560.

Prerequisites: second-year status in program, TESL 560A and TESL 560B

TESL 570, Second-language Assessment, 3 Units

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 570A, Second-language Assessment: Part I, 1 Unit

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 multiskill achievement test, and explore alternative means of classroom assessment. TESL 570A, B, C combined is interchangeable with/equivalent to TESL 570.

Prerequisite: Second-year status in the program.

TESL 570B, Second-language Assessment: Part II, 1 Unit

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 multiskill achievement test, and explore alternative means of classroom assessment. TESL 570A, B, C combined is interchangeable with/equivalent to TESL 570.

Prerequisite: Second-year status in the program, TESL 570A

TESL 570C, Second-language Assessment: Part III, 1 Unit

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 multiskill achievement test, and explore alternative means of classroom assessment. TESL 570A, B, C combined is interchangeable with/equivalent to TESL 570.

Prerequisite: Second-year status in the program, TESL 570A and TESL 570B

TESL 580, TESOL Portfolio, 3 Units

This course supports students in completing their TESOL program portfolio, which contains evidence of the competencies upon which the program is built.

Prerequisite: Second year status in the program.

TESL 589, Research Methods in TESOL, 3 Units

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 Units

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 Units

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

TESL 595B, Action Research Project, 1 Unit

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 597A, Action Research: Part I, 1 Unit

This set of courses (597A,B,C) is designed for in-service teachers and focuses on the planning, implementation, and presentation of a self-designed action research project. In 597A, teachers select a classroom-based issue or problem and design a research plan to investigate it and implement their plan, by collecting and analyzing data. In 597B teachers complete their research and present the findings to a group of their peers. In 597C teachers write up and submit a written report. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence; however, TESL 597B and 597C can be taken concurrently. TESL 595A and B combined is interchangeable with/equivalent to TESL 597A,B,C.

TESL 597B, Action Research: Part II, 1 Unit

This set of courses (597A,B,C) is designed for in-service teachers and focuses on the planning, implementation, and presentation of a self-designed action research project. In 597A, teachers select a classroom-based issue or problem and design a research plan to investigate it and implement their plan, by collecting and analyzing data. In 597B teachers complete their research and present the findings to a group of their peers. In 597C teachers write up and submit a written report. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence; however, TESL 597B and 597C can be taken concurrently. TESL 595A and B combined is interchangeable with/equivalent to TESL 597A,B,C.

Prerequisite: TESL 597A

TESL 597C, Action Research: Part III, 1 Unit

This set of courses (597A,B,C) is designed for in-service teachers and focuses on the planning, implementation, and presentation of a self-designed action research project. In 597A, teachers select a classroom-based issue or problem and design a research plan to investigate it and implement their plan, by collecting and analyzing data. In 597B teachers complete their research and present the findings to a group of their peers. In 597C teachers write up and submit a written report. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence; however, TESL 597B and 597C can be taken concurrently. TESL 595A and B combined is interchangeable with/equivalent to TESL 597A,B,C.

Prerequisites: TESL 597A, TESL 597B (May be taken concurrently)

TESL 599, Readings in TESOL, 1-3 Units

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.

Faculty

Department Chair

Richard Robison (<http://www.apu.edu/clas/faculty/rrobison>), Ph.D.

Professor

Richard Robison (<http://www.apu.edu/clas/faculty/rrobison>), Ph.D., On-campus TESOL Director

Mary Wong (<http://www.apu.edu/clas/faculty/mwong>), Ph.D., Field-based TESOL Director

Associate Professor

Tasha Bleistein (<http://www.apu.edu/clas/faculty/tbleistein>), Ph.D., Online TESOL Director

Adjunct Faculty

Nancy Ackles, Ph.D., Online TESOL

Denzil Barnett (<http://www.apu.edu/clas/faculty/dbarnett>), M.A., On-campus TESOL

Gena Bennett (<http://www.apu.edu/clas/faculty/gbennett>), Ph.D., Online TESOL

Greg Bock (<http://www.apu.edu/clas/faculty/gbock>), Ph.D., Online TESOL

Abigail Kleier, M.A., Online TESOL

Manar Metry, M.A., Online TESOL

Erin Thorp, M.A., On-campus and Online TESOL

Kimberly Todd, M.A., Online TESOL

Merari Weber, M.A., On-campus and Online TESOL

Certificate in TEFL

The Certificate in TEFL consists of the following coursework.

| | | |
|-------------|----------------------------|---|
| TESL 545 | Second-language Pedagogy I | 3 |
| TESL 557 | Reflective Teaching | 3 |
| Total Units | | 6 |

TESL 500, English for Internationals, 3 Units

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 Units

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

TESL 503, Language and Culture Learning, 3 Units

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

TESL 505, Second-language Acquisition, 3 Units

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 505A, Second-language Acquisition: Part I, 1 Unit

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? In the field-based program, courses are offered as three 1-unit courses to be taken in sequence. TESL 505A, B, C combined is interchangeable with/equivalent to TESL 505.

TESL 505B, Second-language Acquisition: Part II, 1 Unit

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? In the field-based program, courses are offered as three 1-unit courses to be taken in sequence. TESL 505A, B, C combined is interchangeable with/equivalent to TESL 505.

Prerequisite: TESL 505A

TESL 505C, Second-language Acquisition: Part III, 1 Unit

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? In the field-based program, courses are offered as three 1-unit courses to be taken in sequence. TESL 505A, B, C combined is interchangeable with/equivalent to TESL 505.

Prerequisites: TESL 505A, TESL 505B

TESL 509, Special Topics in TESOL, 1-3 Units

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 Units

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 515A, Teaching English Grammar: Part I, 1 Unit

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. The field-based program offers three 1-unit courses to be taken in sequence. TESL 515A, B, C combined is interchangeable with/equivalent to TESL 515.

TESL 515B, Teaching English Grammar: Part II, 1 Unit

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. The field-based program offers three 1-unit courses to be taken in sequence. TESL 515A, B, C combined is interchangeable with/equivalent to TESL 515.

Prerequisite: TESL 515A

TESL 515C, Teaching English Grammar: Part III, 1 Unit

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. The field-based program offers three 1-unit courses to be taken in sequence. TESL 515A, B, C combined is interchangeable with/equivalent to TESL 515.

Prerequisites: TESL 515A, TESL 515B

TESL 525, Teaching English Pronunciation, 3 Units

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 525A, Teaching English Pronunciation: Part I Phonetic Description, 1 Unit

The phonology of English is addressed with a view toward 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 525A, B, C combined is interchangeable with/equivalent to TESL 525.

TESL 525B, Teaching English Pronunciation: Part II Teaching Materials, 1 Unit

The phonology of English is addressed with a view toward 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 525A, B, C combined is interchangeable with/equivalent to TESL 525.

Prerequisite: TESL 525A

TESL 525C, Teaching English Pronunciation: Part III Needs Assessment, 1 Unit

The phonology of English is addressed with a view toward 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 525A, B, C combined is interchangeable with/equivalent to TESL 525.

Prerequisites: TESL 525A and TESL 525B

TESL 530, Intercultural Communication and Language Teaching, 3 Units

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 530A, Intercultural Communication and Language Teaching: Preparing an Ethnographic Inquiry, 1 Unit

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. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence (either Summer 2, FI, FII or Spring I, II, and Summer 1), each section (A,B,C) is one unit each. TESL 530A, B, C combined is interchangeable with/ equivalent to TESL 530.

TESL 530B, Intercultural Communication and Language Teaching: Implementing an Ethnographic Inquiry, 1 Unit

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. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence (either Summer 2, FI, FII or Spring I, II, and Summer 1), each section (A,B,C) is one unit each. TESL 530A, B, C combined is interchangeable with/ equivalent to TESL 530.

Prerequisite: TESL 530A

TESL 530C, Intercultural Communication and Language Teaching: Writing up and Reporting an Ethnographic Inquiry, 1 Unit

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. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence (either Summer 2, FI, FII or Spring I, II, and Summer 1), each section (A,B,C) is one unit each. TESL 530A, B, C combined is interchangeable with/ equivalent to TESL 530.

Prerequisites: TESL 530A and TESL 530B

TESL 535, Sociolinguistics and Language Teaching, 3 Units

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 535A, Sociolinguistics and Language Teaching: Part I, 1 Unit

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 535A, B, C combined is interchangeable with/equivalent to TESL 535.

TESL 535B, Sociolinguistics and Language Teaching: Part II, 1 Unit

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 535A, B, C combined is interchangeable with/equivalent to TESL 535.

Prerequisite: TESL 535A

TESL 535C, Sociolinguistics and Language Teaching: Part III, 1 Unit

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 535A, B, C combined is interchangeable with/equivalent to TESL 535.

Prerequisites: TESL 535A and TESL 535B

TESL 537, Critical Perspectives on Christianity and English Language Teaching, 3 Units

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 537A, Critical Perspectives on Christianity and English Language Teaching: Part I, 1 Unit

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 537A, B, C combined is interchangeable with/equivalent to TESL 537.

TESL 537B, Critical Perspectives on Christianity and English Language Teaching: Part II, 1 Unit

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 537A, B, C combined is interchangeable with/equivalent to TESL 537.

Prerequisite: TESL 537A

TESL 537C, Critical Perspectives on Christianity and English Language Teaching: Part III, 1 Unit

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 537A, B, C combined is interchangeable with/equivalent to TESL 537.

Prerequisites: TESL537A, TESL 537B

TESL 545, Second-language Pedagogy I, 3 Units

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

TESL 545A, Second-language Pedagogy I: Part I, 1 Unit

An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management. TESL 545A, B, C combined is interchangeable with/equivalent to TESL 545.

TESL 545B, Second-language Pedagogy I: Part II, 1 Unit

An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management. TESL 545A, B, C combined is interchangeable with/equivalent to TESL 545.

Prerequisite: TESL 545A

TESL 545C, Second-language Pedagogy I: Part III, 1 Unit

An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management. TESL 545A, B, C combined is interchangeable with/equivalent to TESL 545.

Prerequisites: TESL 545A, TESL 545B

TESL 548, Teaching EFL with Children, 3 Units

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 Units

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 550A, Second-language Pedagogy II: Part I, 1 Unit

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 550A, B, C combined is interchangeable with/equivalent to TESL 550.

TESL 550B, Second-language Pedagogy II: Part II, 1 Unit

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 550A, B, C combined is interchangeable with/equivalent to TESL 550.

Prerequisite: TESL 550A

TESL 550C, Second-language Pedagogy II: Part III, 1 Unit

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 550A, B, C combined is interchangeable with/equivalent to TESL 550.

Prerequisites: TESL 550A and TESL 550B

TESL 557, Reflective Teaching, 3 Units

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 557A, Reflective Teaching: Part I, 1 Unit

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 557A, B, C combined is interchangeable with/equivalent to TESL 557.

TESL 557B, Reflective Teaching: Part II, 1 Unit

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 557A, B, C combined is interchangeable with/equivalent to TESL 557.

Prerequisite: TESL 557A

TESL 557C, Reflective Teaching: Part III, 1 Unit

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 557A, B, C combined is interchangeable with/equivalent to TESL 557.

Prerequisites: TESL 557A, TESL 557B

TESL 560, Language Program Design, 3 Units

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 560A, Language Program Design: Part I, 1 Unit

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 560A, B, C combined is interchangeable with/equivalent to TESL 560.

TESL 560B, Language Program Design: Part II, 1 Unit

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. TESL 560A, B, C combined is interchangeable with/equivalent to TESL 560.

Prerequisites: second-year status in program, TESL 560A

TESL 560C, Language Program Design: Part III, 1 Unit

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. TESL 560A, B, C combined is interchangeable with/equivalent to TESL 560.

Prerequisites: second-year status in program, TESL 560A and TESL 560B

TESL 570, Second-language Assessment, 3 Units

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 570A, Second-language Assessment: Part I, 1 Unit

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 multiskill achievement test, and explore alternative means of classroom assessment. TESL 570A, B, C combined is interchangeable with/equivalent to TESL 570.

Prerequisite: Second-year status in the program.

TESL 570B, Second-language Assessment: Part II, 1 Unit

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 multiskill achievement test, and explore alternative means of classroom assessment. TESL 570A, B, C combined is interchangeable with/equivalent to TESL 570.

Prerequisite: Second-year status in the program, TESL 570A

TESL 570C, Second-language Assessment: Part III, 1 Unit

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 multiskill achievement test, and explore alternative means of classroom assessment. TESL 570A, B, C combined is interchangeable with/equivalent to TESL 570.

Prerequisite: Second-year status in the program, TESL 570A and TESL 570B

TESL 580, TESOL Portfolio, 3 Units

This course supports students in completing their TESOL program portfolio, which contains evidence of the competencies upon which the program is built.

Prerequisite: Second year status in the program.

TESL 589, Research Methods in TESOL, 3 Units

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 Units

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 Units

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

TESL 595B, Action Research Project, 1 Unit

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 597A, Action Research: Part I, 1 Unit

This set of courses (597A,B,C) is designed for in-service teachers and focuses on the planning, implementation, and presentation of a self-designed action research project. In 597A, teachers select a classroom-based issue or problem and design a research plan to investigate it and implement their plan, by collecting and analyzing data. In 597B teachers complete their research and present the findings to a group of their peers. In 597C teachers write up and submit a written report. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence; however, TESL 597B and 597C can be taken concurrently. TESL 595A and B combined is interchangeable with/equivalent to TESL 597A,B,C.

TESL 597B, Action Research: Part II, 1 Unit

This set of courses (597A,B,C) is designed for in-service teachers and focuses on the planning, implementation, and presentation of a self-designed action research project. In 597A, teachers select a classroom-based issue or problem and design a research plan to investigate it and implement their plan, by collecting and analyzing data. In 597B teachers complete their research and present the findings to a group of their peers. In 597C teachers write up and submit a written report. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence; however, TESL 597B and 597C can be taken concurrently. TESL 595A and B combined is interchangeable with/equivalent to TESL 597A,B,C.

Prerequisite: TESL 597A

TESL 597C, Action Research: Part III, 1 Unit

This set of courses (597A,B,C) is designed for in-service teachers and focuses on the planning, implementation, and presentation of a self-designed action research project. In 597A, teachers select a classroom-based issue or problem and design a research plan to investigate it and implement their plan, by collecting and analyzing data. In 597B teachers complete their research and present the findings to a group of their peers. In 597C teachers write up and submit a written report. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence; however, TESL 597B and 597C can be taken concurrently. TESL 595A and B combined is interchangeable with/equivalent to TESL 597A,B,C.

Prerequisites: TESL 597A, TESL 597B (May be taken concurrently)

TESL 599, Readings in TESOL, 1-3 Units

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.

Certificate in TESOL (Field-based)

Each course in the field-based certificate program is comprised of three one-unit courses to be taken in sequential order—A, B, and C. These course groupings are interchangeable with the corresponding 3-unit TESOL courses in the on-campus and online (p. 114) formats.

| | | |
|-------------|---|----|
| TESL 505 | Second-language Acquisition | 3 |
| TESL 515 | Teaching English Grammar | 3 |
| TESL 535 | Sociolinguistics and Language Teaching ² | 3 |
| or TESL 530 | Intercultural Communication and Language Teaching | |
| TESL 545 | Second-language Pedagogy I | 3 |
| TESL 550 | Second-language Pedagogy II | 3 |
| TESL 557 | Reflective Teaching ¹ | 3 |
| Total Units | | 18 |

¹ 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.

² Students opting for TESL 530 will need to take this course online or on campus.

Certificate in TESOL (On Campus and Online)

Students who wish to earn the Certificate in TESOL, either on campus or online, must satisfy all prerequisites 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: | | 3 |
| TESL 530 | Intercultural Communication and Language Teaching | |
| TESL 535 | Sociolinguistics and Language Teaching | |
| Total Units | | 18 |

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

The APU/Christ's College Cooperative Master of Arts in TESOL program offers college graduates in Taiwan the opportunity to earn a 33-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 on-campus program (p. 116). 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 7 courses (21 units) on the APU campus. Beyond coursework, students must also complete the same additional program requirements as in the on-campus program.

M.A. in Teaching English to Speakers of Other Languages (TESOL) (Field-based)

(626) 815-3844, tesol@apu.edu

The field-based TESOL program offers in-service teachers the opportunity to earn the 6-unit TEFL certificate (p. 108), the 18-unit TESOL certificate (p. 114), or the 33-unit Master of Arts in Teaching English to Speakers of Other Languages (TESOL) while teaching abroad. A tuition discount applies to students in this program.

The master's degree can be completed in two years. Students meet for two weeks of face-to-face sessions each July on the APU campus and reunite for two weeks of sessions each January in Chiang Mai, Thailand. Courses in the field-based program are completed in a sequential "A, B, C" format. Three one-unit courses are taken in sequence over three eight-week terms, allowing students 24 weeks to complete the entire course. Three of the 11 courses in the program are completed online with no face-to-face sessions required. In lieu of writing a thesis or compiling a portfolio, teachers demonstrate their competence through an Action Research Project course.

In addition to the corequisites listed on the department's Graduate Programs page (p. 100) for the foreign language requirement and professional conference attendance, candidates must also have secured a teaching contract abroad.

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

| Code | Title | Units |
|--|---|-------|
| Required Courses for the Field-based Master of Arts in TESOL | | |
| TESL 505A | Second-language Acquisition: Part I ¹ | 1 |
| TESL 505B | Second-language Acquisition: Part II ¹ | 1 |
| TESL 505C | Second-language Acquisition: Part III ¹ | 1 |
| TESL 515A | Teaching English Grammar: Part I ¹ | 1 |
| TESL 515B | Teaching English Grammar: Part II ¹ | 1 |
| TESL 515C | Teaching English Grammar: Part III ¹ | 1 |
| TESL 525A | Teaching English Pronunciation: Part I Phonetic Description | 1 |
| TESL 525B | Teaching English Pronunciation: Part II Teaching Materials | 1 |
| TESL 525C | Teaching English Pronunciation: Part III Needs Assessment | 1 |
| Select either the TESL 530A/B/C or TESL 535A/B/C group ^{1, 2} | | 3 |
| TESL 530A | Intercultural Communication and Language Teaching: Preparing an Ethnographic Inquiry ^{1, 2} | |
| TESL 530B | Intercultural Communication and Language Teaching: Implementing an Ethnographic Inquiry ^{1, 2} | |
| TESL 530C | Intercultural Communication and Language Teaching: Writing up and Reporting an Ethnographic Inquiry ^{1, 2} | |
| OR | | |
| TESL 535A | Sociolinguistics and Language Teaching: Part I ^{1, 2} | |
| TESL 535B | Sociolinguistics and Language Teaching: Part II ^{1, 2} | |
| TESL 535C | Sociolinguistics and Language Teaching: Part III ^{1, 2} | |
| TESL 537A | Critical Perspectives on Christianity and English Language Teaching: Part I ³ | 1 |
| TESL 537B | Critical Perspectives on Christianity and English Language Teaching: Part II ³ | 1 |
| TESL 537C | Critical Perspectives on Christianity and English Language Teaching: Part III ³ | 1 |
| TESL 545A | Second-language Pedagogy I: Part I ^{1, 4} | 1 |
| TESL 545B | Second-language Pedagogy I: Part II ^{1, 4} | 1 |
| TESL 545C | Second-language Pedagogy I: Part III ^{1, 4} | 1 |
| TESL 550A | Second-language Pedagogy II: Part I ¹ | 1 |
| TESL 550B | Second-language Pedagogy II: Part II ¹ | 1 |
| TESL 550C | Second-language Pedagogy II: Part III ¹ | 1 |
| TESL 557A | Reflective Teaching: Part I ^{1, 4} | 1 |
| TESL 557B | Reflective Teaching: Part II ^{1, 4} | 1 |

| | | |
|---|--|----|
| TESL 557C | Reflective Teaching: Part III ^{1,4} | 1 |
| TESL 560A | Language Program Design: Part I | 1 |
| TESL 560B | Language Program Design: Part II | 1 |
| TESL 560C | Language Program Design: Part III | 1 |
| TESL 570A | Second-language Assessment: Part I | 1 |
| TESL 570B | Second-language Assessment: Part II | 1 |
| TESL 570C | Second-language Assessment: Part III | 1 |
| Action Research Project (choose either the 595 group OR the 597 group) ⁵ | | 3 |
| TESL 595A | Action Research Project ⁵ | |
| TESL 595B | Action Research Project ⁵ | |
| TESL 597A | Action Research: Part I ⁵ | |
| TESL 597B | Action Research: Part II ⁵ | |
| TESL 597C | Action Research: Part III ⁵ | |
| Total Units | | 33 |

¹ Courses needed for the 18-unit certificate.

² Students must take either the TESL 530ABC or TESL 535ABC group of courses.

³ TESL 537 (the A/B/C sections) is an elective and may be replaced with a course that is transferred in from an M.A. in TESOL program at an accredited university.

⁴ Courses needed for the 6-unit certificate.

⁵ The Fall 2017 cohort must enroll in the TESL 597ABC group. The TESL 595A and TESL 595B courses are only for cohorts that began before Fall 2017.

M.A. in Teaching English to Speakers of Other Languages (TESOL) (On Campus)

(626) 815-3844, tesol@apu.edu

Requirements for the Master of Arts in TESOL (On Campus)

The program leading to the Master of Arts in TESOL comprises 11 courses, including both required and elective options, totaling 33 units.

| Code | Title | Units |
|---|---|-------|
| Required Courses | | |
| TESL 505 | Second-language Acquisition | 3 |
| TESL 515 | Teaching English Grammar | 3 |
| TESL 525 | Teaching English Pronunciation | 3 |
| TESL 545 | Second-language Pedagogy I ¹ | 3 |
| TESL 550 | Second-language Pedagogy II | 3 |
| TESL 557 | Reflective Teaching ¹ | 3 |
| TESL 560 | Language Program Design | 3 |
| TESL 570 | Second-language Assessment | 3 |
| Select at least one of the following (if both selected, one counts as an elective): | | 3 |
| TESL 530 | Intercultural Communication and Language Teaching | |
| TESL 535 | Sociolinguistics and Language Teaching | |
| Select one of the following: | | 3 |
| TESL 580 | TESOL Portfolio | |
| TESL 589 | Research Methods in TESOL ² | |
| Elective Courses | | |
| Students select one course from a variety of electives. Options include: | | 3 |
| TESL 509 | Special Topics in TESOL | |
| TESL 537 | Critical Perspectives on Christianity and English Language Teaching | |
| TESL 548 | Teaching EFL with Children | |

| | |
|-------------|---------------------------------|
| TESL 590 | Thesis Preparation ³ |
| TESL 599 | Readings in TESOL |
| Total Units | |
| 33 | |

1 Required course for the TEFL Certificate

2 TESL 589 is required if thesis option is chosen. If the portfolio option is chosen, TESL 589 can be taken as an elective.

3 TESL 590 may be repeated for credit

Thesis or Portfolio

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

Time Requirements

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

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

M.A. in Teaching English to Speakers of Other Languages (TESOL) (Online)

(626) 815-3844, tesol@apu.edu

In the online TESOL program, full-time students can complete coursework for the 33-unit M.A. in TESOL degree in one-and-a-half years via online delivery from anywhere in the world. Students complete courses sequentially in a cohort model, which connects participants to a learning community with a rich diversity of experiences.

Time Requirements

Students may begin TESOL studies in either Fall I (August/September) or Spring I (January).

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

Other Requirements

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

Required Courses for the Online Master of Arts in TESOL

| Code | Title | Units |
|-------------------------|--|-------|
| TESL 501 or TESL 537 | Language Learning through Technology ¹ Critical Perspectives on Christianity and English Language Teaching | 3 |
| TESL 505 | Second-language Acquisition | 3 |
| TESL 515 | Teaching English Grammar | 3 |
| TESL 525 | Teaching English Pronunciation | 3 |
| TESL 530 or TESL 535 | Intercultural Communication and Language Teaching ³ Sociolinguistics and Language Teaching | 3 |
| TESL 545 | Second-language Pedagogy I ² | 3 |
| TESL 550 | Second-language Pedagogy II | 3 |
| TESL 557 | Reflective Teaching ² | 3 |

| | | |
|-------------|----------------------------|----|
| TESL 560 | Language Program Design | 3 |
| TESL 570 | Second-language Assessment | 3 |
| TESL 580 | TESOL Portfolio | 3 |
| Total Units | | 33 |

¹ Students may select between TESL 501 and TESL 537 to fulfill the elective requirement for the program.

² Indicates courses required for the TEFL Certificate.

³ TESL 535 is not offered online. Students opting for TESL 535 must take this course on campus.

Master of Science in Biotechnology

| Code | Title | Units |
|----------------------------|---|-------|
| Course Requirements | | |
| BIOT 500 | Biotechnology Internship | 3 |
| BIOT 510 | Commercialization of Technology | 3 |
| BIOT 511 | Molecular Biology, Pharmacology, and Toxicology of Biopharmaceutics | 3 |
| BIOT 512 | Bioinformatics | 3 |
| BIOT 513 | Regulatory Affairs for the Biotechnology Industry | 3 |
| BIOT 514 | Advanced Probability and Statistics | 3 |
| BIOT 515 | Project Management for the Biotechnology Industry | 3 |
| BIOT 516 | Ethics for Biomedical Products Industries | 3 |
| BIOT 517 | Clinical Trials | 3 |
| Project | | |
| BIOT 600A | Master's Degree Project I ¹ | 3 |
| BIOT 600B | Master's Degree Project II | 9 |
| Total Units | | 39 |

¹ BIOT 600A is taken for 3 units in the fall semester of the second year, and BIOT 600B for 9 units in the spring semester of the second year.

College of Music and the Arts

Azusa Pacific's College of Music and the Arts, encompassing the School of Music (p. 119) and School of Visual and Performing Arts (p. 143), aims to further artistic collaboration and integration and expand the impact of the arts on campus, in local communities, and around the world. Within the college, art, cinema, design, music, and theater students work in an environment that supports excellence and artistic integrity firmly grounded in the Christian faith. Among the full-time faculty are numerous industry professionals who bring decades of experience to the classroom.

The School of Music offers a Master of Music in Composition (p. 132), Conducting (p. 140), and Performance (p. 141), and a Master of Music Education (p. 132). The School of Visual and Performing Arts offers an online Master of Arts in Modern Art History, Theory, and Criticism (p. 148), a low-residency MFA in Visual Art (p. 148), a Master of Arts in Art Education (p. 149), and a Master of Arts in Screenwriting (p. 151).

All programs housed in the College of Music and the Arts provide students with practical techniques, knowledge, analytical skills, preparation for professional success, and a solid integration of faith and scholarship that allow them to practice their craft and positively impact the world.

Faculty

Dean

Stephen P. Johnson (<http://www.apu.edu/cma/faculty/stephenjohnson>), DMA

Associate Dean of Graduate Programs

John E. Simons (<http://www.apu.edu/cma/faculty/jesimons>), DMA

School of Music

The School of Music (<http://www.apu.edu/cma/music>) graduate programs are housed within the Department of Musical Studies (p. 125) and Department of Performing Arts (p. 133). The programs merge classical and contemporary musical training within a Christian academic setting. These programs prepare individuals for advanced studies or for success in their chosen careers. The School of Music encourages the integration of academic learning and practical experience in all of the Master of Music programs

The Department of Musical Studies offers a Master of Music in Composition (p. 132) and a Master of Music Education (p. 132). The Department of Commercial Music offers a Master of Arts in Music Entrepreneurship (p. 125). The Department of Performing Arts offers a Master of Music in Conducting (p. 140) and a Master of Music in Performance (p. 141).

Mission Statement

The School of Music graduate programs include a Master of Music in Composition, Conducting, Music Education, and Performance, as well as a Master of Arts in Music Entrepreneurship. 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.

- Department of Commercial Music (p. 124)
- Department of Musical Studies (p. 125)
- Department of Performing Arts (p. 133)

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

Master's Degrees in:

- Composition (p. 132)
- Conducting (p. 140)
- Performance (p. 141)
- Music Education (p. 132)
- Music Entrepreneurship (p. 125)

Courses are scheduled so these programs can be completed in two years. A maximum of eight years is allowed for completion of each degree.

GMUS 500, Introduction to Graduate Research Methods, 3 Units

In this course, students assess and evaluate various research methods and fields of research in music, achieving mastery of the resources available in academic libraries and online databases. Students employ research tools to develop academic research projects, including abstracts, annotated bibliographies, research papers, and grant proposals. Emphasis and subjects of relevance apply to composers, performers, musicologists, educators, conductors, and researchers. Students interpret the major historical themes, events, and personalities in current academic research.

GMUS 501A, Seminar in Musicology: The Renaissance, 3 Units

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the 14th century to the early 16th century.

Prerequisite: GMUS 500

GMUS 501B, Seminar in Musicology: The Baroque, 3 Units

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the early 16th century to the mid-18th century.

Prerequisite: GMUS 500

GMUS 502A, Seminar in Musicology: The Nineteenth Century, 3 Units

This course traces the development of music in Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the beginning to the end of the 19th century.

Prerequisite: GMUS 500

GMUS 502B, Seminar in Musicology: The Twentieth Century, 3 Units

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the beginning to the end of the 20th century.

Prerequisite: GMUS 500

GMUS 503, Advanced Analysis of Form and Style, 3 Units

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 Units

This course offers discussion, study, and analysis of orchestrational techniques, as well as scoring for varied instrumental groupings. It concentrates on using scoring knowledge as a conductor and on practical writing techniques.

Prerequisite: MUS 423 or equivalent

GMUS 505, Advanced Choral Arranging, 3 Units

This course is designed to enhance skills in arranging music for performance, with emphasis on choral arranging.

Prerequisite: MUS 421 or equivalent

GMUS 506, Special Topics in Musicology, 3 Units

This course addresses special topics from any period of musicology as decided by the instructor and department.

Prerequisite: GMUS 500

GMUS 507A, Seminar A: Music Education, 1 Unit

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.

Prerequisite: GMUS 500

GMUS 507B, Seminar B: Music Education, 1 Unit

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.

Prerequisite: GMUS 500

GMUS 507C, Seminar C: Music Education, 1 Unit

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.

Prerequisite: GMUS 500

GMUS 507D, Seminar D: Music Education, 1 Unit

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.

Prerequisite: GMUS 500

GMUS 508A, Seminar A: Keyboard Collaborative Arts, 1 Unit

In this course, students collaborate with vocalists in a master class setting. Together they prepare and perform art songs and arias in Italian, French, German, and English. After completing the class, students are able to articulate distinct performance practices for each style. Students verbally present a precis for each song they perform, communicating the poetic content for each work in their own words. In addition, they write a word-for-word translation in the score for each piece. Students are encouraged to critique the performance of their colleagues after each performance. They also interpret the musical language of history's greatest composers.

GMUS 508B, Seminar B: KCA Instrumental Collaboration, 1 Unit

In this course, students collaborate with vocalists in a master class setting. Together they prepare and perform art songs and arias in Italian, French, German, and English. After completing the class, students are able to articulate distinct performance practices for each style. Students verbally present a precis for each song they perform, communicating the poetic content for each work in their own words. In addition, they write a word-for-word translation in the score for each piece. Students are encouraged to critique the performance of their colleagues after each performance. They also interpret the musical language of history's greatest composers.

GMUS 508C, Seminar C: KCA Issues in Keyboard Collaboration, 1 Unit

Students collaborate with keyboardists in a master class setting. Together they prepare and perform works from different periods and styles, including French, Italian, Spanish, and German. After completing the class, students are able to articulate distinct performance practices for each style. Students verbally present a precis for each work they perform, communicating the content for each work in their own words. Class participants are encouraged to critique the performance of their colleagues after each performance.

GMUS 508D, Seminar D: KCA Professional Preparation, 1 Unit

In this seminary, students collaborate with keyboardists in a master class setting. Together they prepare and perform works from different periods and styles, including French, Italian, Spanish, and German. After completing the class, students are able to articulate distinct performance practices for each style. Students learn to prepare professional recitals, chamber works, and vocal and choral works. Class participants are encouraged to critique the performance of their colleagues after each performance.

GMUS 509A, Conducting I (Choral), 3 Units

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 Units

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 Units

Students study privately with an instructor in preparation for their conducting recital. Ensemble and repertory selections are determined during this semester.

GMUS 513, Philosophical and Psychological Foundations of Music Education, 2 Units

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 Units

Students discuss contemporary issues that apply to music classroom teachers. The course is taught in a seminar format.

GMUS 515, Instrumental Pedagogy, 2 Units

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 Units

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 518A, Sem A: Choral Conducting, 1 Unit

In this course, students study with an instructor and graduate colleagues in a weekly seminar setting, exploring cornerstone literature and fundamental repertoire of the choral art, encompassing Medieval Chant and historic musical compositions spanning the Renaissance, Baroque, and Classical periods within the Western European tradition.

GMUS 518B, Sem B: Choral Conducting Literature, 1 Unit

In this seminar, students explore cornerstone literature and fundamental repertoire of the choral art, and "historic informed performance" practices spanning the Romantic period through the 20th and early 21st centuries within the Western European tradition and contemporary choral landscape.

GMUS 518C, Seminar C: Choral Performance Practice and Rehearsal Techniques, 1 Unit

In this seminar, students explore cornerstone literature and fundamental repertoire of the choral art, and "historic informed performance" practices. Deeper consideration is given to the effect performance practice has on rehearsal and production of concerts, as well as the affected literature.

GMUS 518D, Seminar D: Professional and Current Issues in Choral Conducting, 1 Unit

In this seminar, students explore cornerstone issues and professional considerations of the choral profession. The focus is on professional conferences and organizations that connect students with professional conductors and colleagues, as well as on controversial issues regarding the choral art in current practice.

GMUS 519A, Seminar A: Instrumental Conducting, 1 Unit

In this course, students develop advanced instrumental conducting and rehearsal techniques over a series of four seminars. Emphasis is placed on wind ensemble and orchestral conducting literature, performance practice, and historical context.

GMUS 519B, Seminar B: Instrumental Conducting Literature, 1 Unit

Students develop advanced instrumental conducting and rehearsal techniques over a series of 4 seminars. In this seminar, emphasis is placed on wind ensemble and orchestral conducting literature from the Romantic period through the 21st century.

GMUS 519C, Seminar C: Instrumental Performance Practice and Rehearsal Techniques, 1 Unit

Students develop advanced instrumental conducting and rehearsal techniques over a series of 4 seminars. In this seminar, students explore cornerstone literature and fundamental repertoire of the instrumental conducting art, and "historic informed performance" practices. Deeper consideration is given to the effect performance practice has on rehearsal and production of concerts as well as the affected literature.

GMUS 519D, Seminar D: Professional and Current Issues in Instrumental Conducting, 1 Unit

Students develop advanced instrumental conducting and rehearsal techniques over a series of 4 seminars. In this seminar, students explore cornerstone issues and professional considerations of the instrumental profession. Focus is given to professional conferences and organizations that connect students with professional conductors and colleagues, as well as to controversial issues regarding the instrumental conducting art in current practice.

GMUS 520, Applied Instruction I, 1-3 Units

Individual instruction in an instrument or composition is given in this course. Additional fee is required.

Prerequisite: admission to the graduate program or instructor's permission

GMUS 524, Keyboard Literature, 2 Units

Students survey keyboard musical literature from all historical periods. Solo and small ensemble literature are emphasized.

GMUS 525, Chamber Ensemble, 2 Units

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 Units

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 Unit

This course develops skills in sight reading and part playing in ensembles of varying sizes from duets to guitar orchestras. Graduate students have the opportunity to assist undergraduates as well as challenge themselves with the more difficult parts of the ensembles relating to upper registers and more technically demanding parts.

GMUS 528, Organ Literature, 2 Units

A survey of music written for the pipe organ from pre-Renaissance times through the present will be studied. Various organ builders during the centuries will be discussed and how they influenced composition written during their time. Many works will be heard and examined.

GMUS 529, Literature and Resources for Music Education, 2 Units

This course traces and analyzes appropriate literature for classroom teaching of musical ensembles, as well as resources for music educators.

GMUS 530, Applied Voice, 1-3 Units

Individual instruction in voice is given in this course. Additional fee is required.

Prerequisite: admission to the graduate program in vocal performance or instructor's permission

GMUS 534, Vocal Literature A, 2 Units

Students explore a rich and diverse literature: the German Lied or art song. Each student selects a significant Lied composer as well as a Liederzyklus (song cycle) to research and study in planning for a performance. Class meetings consist of interactive learning that includes student research and presentation as a part of the discussion each class. Student presentations are drawn from the course's assigned readings, and all students engage in conversation during classroom presentations. An outline is distributed to help in preparing the presentations. The professor chooses the content of presentations, and this work is assigned at the professor's discretion.

GMUS 535, Vocal Literature B, 2 Units

Students in this course explore a rich and diverse literature of the art song in American, British, French, Italian, and Russian settings. Each student selects a significant composer as well as a national school or style to research and study in planning for a performance. Class meetings consist of interactive learning that includes student research and presentation as a part of the discussion each class. Student presentations are drawn from the course-assigned readings, and all students engage in conversation during classroom presentations. An outline is distributed, to be used to prepare the presentations. The professor chooses the content of presentations, and work is assigned at their discretion.

GMUS 536, Seminar in Professional Preparation, 1 Unit

Through study, discussion, practice, and examination, students gain a deeper understanding of the physiology and psychology of the singing voice in professional performance situations. Students study the art of auditioning and its benefits, and read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to giving a public audition.

GMUS 537, Operatic History and Performance Practice, 3 Units

This course addresses the history of opera from its inception in 1600 to its current practice. The course includes a survey of operatic styles, types, and developments, and educates students about performance practices of the relevant time periods. Students attend and analyze opera performances as part of their coursework, and engage in critical thinking and writing regarding the topic of operatic history.

GMUS 540, Advanced Vocal Pedagogy, 2 Units

Through study, discussion, practice, and examination, students gain a deeper understanding of the physiology and psychology of the singing voice in solo and choral settings. Students study the anatomy of the larynx, as well as the physiology of breathing, respiration, vowel formants, timbre, registers, and vocal health. Students also read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to teaching a public practice voice lesson.

Prerequisite: GMUS 500

GMUS 541A, Professional Vocal Coaching, 1 Unit

Through study, discussion, practice, and examination, students in this course gain a deeper understanding of the professional use of vocal coaching and how to respond in professional situations with a professional voice coach. Students study the art of vocal coaching and its benefits, and read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to receiving a professional-style vocal coaching.

GMUS 541B, Advanced Vocal Coaching, 1 Unit

Through study, discussion, practice, and examination, students gain a deeper understanding of the physiology and psychology of the singing voice in vocal coaching situations. Students study the art of vocal coaching and its benefits, and read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to taking a public practice voice coaching.

GMUS 544, Music Technology Seminar, 3 Units

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 Units

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 Units

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 Units

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 Units

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 Units

This course is an introduction to the historical, theological, philosophical, and practical uses of technology. Powerpoint, MIDI, sound systems, video projection, and multimedia of all kinds are examined in order to understand the appropriate role of technology in assisting the Church's worship unto God.

GMUS 565, Aesthetics of Worship, 2 Units

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 Units

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 Unit

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 590, Directed Research, 1-3 Units

This course offers individualized assistance in researching thesis materials. A completed prospectus is necessary for advancement to GMUS 591, where the thesis is completed. This course may be repeated for credit until the prospectus is completed to the satisfaction of the advising professor. Two units of this course are required for graduation, but the course may be repeated for credit if necessary.

GMUS 591, Thesis, 2 Units

This course involves creation and approval of a final written thesis, which is the culmination of a student's area of research. This course may be taken only once.

Prerequisite: Successful completion of GMUS 590 Directed Research and permission of the graduate program director to proceed to this final stage of the thesis process.

GMUS 599, Readings in Music, 1-4 Units

Department of Commercial Music

Mission

To prepare students, both personally and professionally, for careers in the music industry, the Department of Commercial Music focuses on development and integration of skills in the areas of music business, composition and arranging, live and studio performance, as well as audio recording and production. The combination of internship opportunities, an ever-growing network of working APU alumni, and faculty who are experienced professionals offers students access to strategic links within the Los Angeles music industry.

Department Overview

The Department of Commercial Music emphasizes preparation for careers in the ever-changing music industry. Coursework focuses on music business, commercial composition and arranging, audio recording technology, as well as instrumental and vocal performance. The department offers a Master of Arts in Music Entrepreneurship (p. 125) at the graduate level, and a Bachelor of Music in Commercial Music at the undergraduate level.

Master of Arts in Music Entrepreneurship (p. 125)

CMUS 500, Foundations of Music Entrepreneurship, 3 Units

This course examines the fundamentals of a startup as it pertains to the music industry. Topics include record label business structures, strategic improvisation and innovation, your fans as your customers, the power of collaboration (DIY vs. DIT?), building a production and promotion team, contracts, taxes, intellectual property law, and leadership styles.

CMUS 501, Commercial Music Strategic Marketing, 3 Units

This course covers music marketing, strategic marketing management, and an examination of the relationship between marketing, innovation, and entrepreneurship. The curriculum also reviews tools and methods used for understanding entertainment market environments, marketing implications of new models of distribution, and delivery to customers.

CMUS 503, Commercial Music Structure and Global Industry Issues, 3 Units

This seminar course examines how different organizations are structured to exploit and manage entertainment assets, internationally as well as domestically. Topics include management of copyrights, master recordings and artists, and issues regarding problems in international music distribution and protection of intellectual property.

CMUS 601, Public Policy and Strategic Planning in the Music Industry, 3 Units

This seminar course covers government policies that directly affect the music industry, and also focuses on the strategic planning process of decision making, and allocation of resources to fortify a plan of action. It features an application of principles and techniques that make up the music entertainment sector of the U.S. economy, and uses the business-related tenets of law and economics to generate a modern, consistent, and formal framework for strategic decision making.

CMUS 604, Music Entrepreneurship Project, 2 Units

This capstone project highlights the knowledge gained from the entire program. In conjunction with the professor/instructor, the student chooses an area of research and presentation focused on the student's particular career specialty, such as publishing, music marketing, touring, artist management, and album/single release coordination.

Prerequisite: Completion of 24 units of CMUS courses

Faculty

Department Chair

David Beatty

Program Director

Henry Alonzo, MBA, Assistant Professor, Program Director

Master of Arts in Music Entrepreneurship

| Code | Title | Units |
|-------------|--|--------------|
| CMUS 500 | Foundations of Music Entrepreneurship | 3 |
| CMUS 501 | Commercial Music Strategic Marketing | 3 |
| CMUS 502 | Entrepreneurship and Media-Based Streams in Commercial Music | 3 |
| CMUS 503 | Commercial Music Structure and Global Industry Issues | 3 |
| CMUS 504 | Finance and Accounting for Music Entrepreneurs | 3 |
| CMUS 505 | Music and Media | 3 |
| CMUS 600 | Comprehensive Artistic Management | 3 |
| CMUS 601 | Public Policy and Strategic Planning in the Music Industry | 3 |
| CMUS 602 | Music Publishing | 3 |
| CMUS 603 | Ethics and Faith in Music Industry Management | 3 |
| CMUS 604 | Music Entrepreneurship Project | 2 |
| Total Units | | 32 |

Department of Musical Studies

The Department of Musical Studies in APU's School of Music houses the Master of Music in Composition and Master of Music Education programs.

Experiential Learning

The School of Music encourages the integration of academic learning and practical experience in all of the Master of Music programs. Domestic and international graduate students are encouraged to work as professional musicians (e.g., choral and instrumental directors, vocal and instrumental performers, private teachers, etc.) while completing their degree. Master of Music in Performance students are required to gain performing experience each semester. On- and off-campus performances are acceptable.

Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC).
- The School of Music is accredited by the National Association of Schools of Music (NASM) (<https://nasm.arts-accredit.org>).

For more-detailed information about the School of Music, visit apu.edu/cma/music/.

Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Graduate Admission to the University (p. 13)). Additionally, all graduate music applicants must complete an entrance exam.

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

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

Requirements Common to All Master's Degree Candidates

Comprehensive Master's Degree Exit Exam

A comprehensive master's-level exit exam must be taken and passed in the last semester of a student's degree coursework in order to graduate with a master's degree from Azusa Pacific University's School of Music.

Grade-point Average

Degree candidates must maintain a 3.0 GPA for the duration of their time in the master's degree program.

Recital Performance

Degree candidates in performance, conducting, and composition must present a graduate recital. Performances (other than those presented at Azusa Pacific University) proposed to meet this requirement must be requested through the petition process and submitted to the graduate associate dean of the School of Music. Degree candidates in music education are not required to present a graduate recital. In the case of a student who is taking instruction in more than one applied area, recital performance is required only in the primary applied area.

Applied Music

1. Degree candidates in conducting, performance, and composition are required to take at least 8 units in one applied area.
2. Students must take at least 1 unit of applied lessons each semester, even if the minimum number of units for their emphasis has been met.
3. Any student wishing to take more than 2 units of applied lessons in one semester must have written permission from the associate dean or dean of the School of Music in the form of an in-house petition.
4. Jury examinations are required each semester for all students taking private lessons.
5. All students, in conjunction with the instructor, are responsible for selecting an accompanist for juries by the indicated deadlines. There are three ways to select an accompanist:
 - a. Faculty may request an accompanist with the Accompanist Request Form available in the School of Music office by the indicated deadlines.
 - b. Faculty may request a specific accompanist with the Accompanist Request Form available in the School of Music office by the indicated deadlines.
 - c. If no Accompanist Request Form is submitted, or requested after the indicated deadlines, faculty are responsible to make arrangements for their students.
6. Private Lessons:
 - a. Grades for private lessons are issued based on a minimum of 12 lessons per semester. The grade will be lowered if the student attends fewer than the minimum of 12 lessons. Additionally, if the student does not meet the annual mandatory solo performance requirement, an *F* will be assigned for the spring semester applied grade.
 - b. A department representative will assign an instructor.
 - c. When the student is ill and notifies the teacher in advance, a makeup lesson will be rescheduled if possible. "No-show" students do not receive makeup lessons.

Master of Music Education (p. 132)

GMUS 500, Introduction to Graduate Research Methods, 3 Units

In this course, students assess and evaluate various research methods and fields of research in music, achieving mastery of the resources available in academic libraries and online databases. Students employ research tools to develop academic research projects, including abstracts, annotated bibliographies, research papers, and grant proposals. Emphasis and subjects of relevance apply to composers, performers, musicologists, educators, conductors, and researchers. Students interpret the major historical themes, events, and personalities in current academic research.

GMUS 501A, Seminar in Musicology: The Renaissance, 3 Units

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the 14th century to the early 16th century.

Prerequisite: GMUS 500

GMUS 501B, Seminar in Musicology: The Baroque, 3 Units

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the early 16th century to the mid-18th century.

Prerequisite: GMUS 500

GMUS 502A, Seminar in Musicology: The Nineteenth Century, 3 Units

This course traces the development of music in Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the beginning to the end of the 19th century.

Prerequisite: GMUS 500

GMUS 502B, Seminar in Musicology: The Twentieth Century, 3 Units

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the beginning to the end of the 20th century.

Prerequisite: GMUS 500

GMUS 503, Advanced Analysis of Form and Style, 3 Units

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 Units

This course offers discussion, study, and analysis of orchestration techniques, as well as scoring for varied instrumental groupings. It concentrates on using scoring knowledge as a conductor and on practical writing techniques.

Prerequisite: MUS 423 or equivalent

GMUS 505, Advanced Choral Arranging, 3 Units

This course is designed to enhance skills in arranging music for performance, with emphasis on choral arranging.

Prerequisite: MUS 421 or equivalent

GMUS 506, Special Topics in Musicology, 3 Units

This course addresses special topics from any period of musicology as decided by the instructor and department.

Prerequisite: GMUS 500

GMUS 507A, Seminar A: Music Education, 1 Unit

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.

Prerequisite: GMUS 500

GMUS 507B, Seminar B: Music Education, 1 Unit

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.

Prerequisite: GMUS 500

GMUS 507C, Seminar C: Music Education, 1 Unit

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.

Prerequisite: GMUS 500

GMUS 507D, Seminar D: Music Education, 1 Unit

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.

Prerequisite: GMUS 500

GMUS 508A, Seminar A: Keyboard Collaborative Arts, 1 Unit

In this course, students collaborate with vocalists in a master class setting. Together they prepare and perform art songs and arias in Italian, French, German, and English. After completing the class, students are able to articulate distinct performance practices for each style. Students verbally present a precis for each song they perform, communicating the poetic content for each work in their own words. In addition, they write a word-for-word translation in the score for each piece. Students are encouraged to critique the performance of their colleagues after each performance. They also interpret the musical language of history's greatest composers.

GMUS 508B, Seminar B: KCA Instrumental Collaboration, 1 Unit

In this course, students collaborate with vocalists in a master class setting. Together they prepare and perform art songs and arias in Italian, French, German, and English. After completing the class, students are able to articulate distinct performance practices for each style. Students verbally present a precis for each song they perform, communicating the poetic content for each work in their own words. In addition, they write a word-for-word translation in the score for each piece. Students are encouraged to critique the performance of their colleagues after each performance. They also interpret the musical language of history's greatest composers.

GMUS 508C, Seminar C: KCA Issues in Keyboard Collaboration, 1 Unit

Students collaborate with keyboardists in a master class setting. Together they prepare and perform works from different periods and styles, including French, Italian, Spanish, and German. After completing the class, students are able to articulate distinct performance practices for each style. Students verbally present a precis for each work they perform, communicating the content for each work in their own words. Class participants are encouraged to critique the performance of their colleagues after each performance.

GMUS 508D, Seminar D: KCA Professional Preparation, 1 Unit

In this seminary, students collaborate with keyboardists in a master class setting. Together they prepare and perform works from different periods and styles, including French, Italian, Spanish, and German. After completing the class, students are able to articulate distinct performance practices for each style. Students learn to prepare professional recitals, chamber works, and vocal and choral works. Class participants are encouraged to critique the performance of their colleagues after each performance.

GMUS 509A, Conducting I (Choral), 3 Units

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 Units

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 Units

Students study privately with an instructor in preparation for their conducting recital. Ensemble and repertory selections are determined during this semester.

GMUS 513, Philosophical and Psychological Foundations of Music Education, 2 Units

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 Units

Students discuss contemporary issues that apply to music classroom teachers. The course is taught in a seminar format.

GMUS 515, Instrumental Pedagogy, 2 Units

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 Units

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 518A, Sem A: Choral Conducting, 1 Unit

In this course, students study with an instructor and graduate colleagues in a weekly seminar setting, exploring cornerstone literature and fundamental repertoire of the choral art, encompassing Medieval Chant and historic musical compositions spanning the Renaissance, Baroque, and Classical periods within the Western European tradition.

GMUS 518B, Sem B: Choral Conducting Literature, 1 Unit

In this seminar, students explore cornerstone literature and fundamental repertoire of the choral art, and "historic informed performance" practices spanning the Romantic period through the 20th and early 21st centuries within the Western European tradition and contemporary choral landscape.

GMUS 518C, Seminar C: Choral Performance Practice and Rehearsal Techniques, 1 Unit

In this seminar, students explore cornerstone literature and fundamental repertoire of the choral art, and "historic informed performance" practices. Deeper consideration is given to the effect performance practice has on rehearsal and production of concerts, as well as the affected literature.

GMUS 518D, Seminar D: Professional and Current Issues in Choral Conducting, 1 Unit

In this seminar, students explore cornerstone issues and professional considerations of the choral profession. The focus is on professional conferences and organizations that connect students with professional conductors and colleagues, as well as on controversial issues regarding the choral art in current practice.

GMUS 519A, Seminar A: Instrumental Conducting, 1 Unit

In this course, students develop advanced instrumental conducting and rehearsal techniques over a series of four seminars. Emphasis is placed on wind ensemble and orchestral conducting literature, performance practice, and historical context.

GMUS 519B, Seminar B: Instrumental Conducting Literature, 1 Unit

Students develop advanced instrumental conducting and rehearsal techniques over a series of 4 seminars. In this seminar, emphasis is placed on wind ensemble and orchestral conducting literature from the Romantic period through the 21st century.

GMUS 519C, Seminar C: Instrumental Performance Practice and Rehearsal Techniques, 1 Unit

Students develop advanced instrumental conducting and rehearsal techniques over a series of 4 seminars. In this seminar, students explore cornerstone literature and fundamental repertoire of the instrumental conducting art, and "historic informed performance" practices. Deeper consideration is given to the effect performance practice has on rehearsal and production of concerts as well as the affected literature.

GMUS 519D, Seminar D: Professional and Current Issues in Instrumental Conducting, 1 Unit

Students develop advanced instrumental conducting and rehearsal techniques over a series of 4 seminars. In this seminar, students explore cornerstone issues and professional considerations of the instrumental profession. Focus is given to professional conferences and organizations that connect students with professional conductors and colleagues, as well as to controversial issues regarding the instrumental conducting art in current practice.

GMUS 520, Applied Instruction I, 1-3 Units

Individual instruction in an instrument or composition is given in this course. Additional fee is required.

Prerequisite: admission to the graduate program or instructor's permission

GMUS 524, Keyboard Literature, 2 Units

Students survey keyboard musical literature from all historical periods. Solo and small ensemble literature are emphasized.

GMUS 525, Chamber Ensemble, 2 Units

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 Units

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 Unit

This course develops skills in sight reading and part playing in ensembles of varying sizes from duets to guitar orchestras. Graduate students have the opportunity to assist undergraduates as well as challenge themselves with the more difficult parts of the ensembles relating to upper registers and more technically demanding parts.

GMUS 528, Organ Literature, 2 Units

A survey of music written for the pipe organ from pre-Renaissance times through the present will be studied. Various organ builders during the centuries will be discussed and how they influenced composition written during their time. Many works will be heard and examined.

GMUS 529, Literature and Resources for Music Education, 2 Units

This course traces and analyzes appropriate literature for classroom teaching of musical ensembles, as well as resources for music educators.

GMUS 530, Applied Voice, 1-3 Units

Individual instruction in voice is given in this course. Additional fee is required.

Prerequisite: admission to the graduate program in vocal performance or instructor's permission

GMUS 534, Vocal Literature A, 2 Units

Students explore a rich and diverse literature: the German Lied or art song. Each student selects a significant Lied composer as well as a Liederzyklus (song cycle) to research and study in planning for a performance. Class meetings consist of interactive learning that includes student research and presentation as a part of the discussion each class. Student presentations are drawn from the course's assigned readings, and all students engage in conversation during classroom presentations. An outline is distributed to help in preparing the presentations. The professor chooses the content of presentations, and this work is assigned at the professor's discretion.

GMUS 535, Vocal Literature B, 2 Units

Students in this course explore a rich and diverse literature of the art song in American, British, French, Italian, and Russian settings. Each student selects a significant composer as well as a national school or style to research and study in planning for a performance. Class meetings consist of interactive learning that includes student research and presentation as a part of the discussion each class. Student presentations are drawn from the course-assigned readings, and all students engage in conversation during classroom presentations. An outline is distributed, to be used to prepare the presentations. The professor chooses the content of presentations, and work is assigned at their discretion.

GMUS 536, Seminar in Professional Preparation, 1 Unit

Through study, discussion, practice, and examination, students gain a deeper understanding of the physiology and psychology of the singing voice in professional performance situations. Students study the art of auditioning and its benefits, and read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to giving a public audition.

GMUS 537, Operatic History and Performance Practice, 3 Units

This course addresses the history of opera from its inception in 1600 to its current practice. The course includes a survey of operatic styles, types, and developments, and educates students about performance practices of the relevant time periods. Students attend and analyze opera performances as part of their coursework, and engage in critical thinking and writing regarding the topic of operatic history.

GMUS 540, Advanced Vocal Pedagogy, 2 Units

Through study, discussion, practice, and examination, students gain a deeper understanding of the physiology and psychology of the singing voice in solo and choral settings. Students study the anatomy of the larynx, as well as the physiology of breathing, respiration, vowel formants, timbre, registers, and vocal health. Students also read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to teaching a public practice voice lesson.

Prerequisite: GMUS 500

GMUS 541A, Professional Vocal Coaching, 1 Unit

Through study, discussion, practice, and examination, students in this course gain a deeper understanding of the professional use of vocal coaching and how to respond in professional situations with a professional voice coach. Students study the art of vocal coaching and its benefits, and read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to receiving a professional-style vocal coaching.

GMUS 541B, Advanced Vocal Coaching, 1 Unit

Through study, discussion, practice, and examination, students gain a deeper understanding of the physiology and psychology of the singing voice in vocal coaching situations. Students study the art of vocal coaching and its benefits, and read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to taking a public practice voice coaching.

GMUS 544, Music Technology Seminar, 3 Units

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 Units

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 Units

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 Units

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 Units

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 Units

This course is an introduction to the historical, theological, philosophical, and practical uses of technology. Powerpoint, MIDI, sound systems, video projection, and multimedia of all kinds are examined in order to understand the appropriate role of technology in assisting the Church's worship unto God.

GMUS 565, Aesthetics of Worship, 2 Units

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 Units

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 Unit

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 590, Directed Research, 1-3 Units

This course offers individualized assistance in researching thesis materials. A completed prospectus is necessary for advancement to GMUS 591, where the thesis is completed. This course may be repeated for credit until the prospectus is completed to the satisfaction of the advising professor. Two units of this course are required for graduation, but the course may be repeated for credit if necessary.

GMUS 591, Thesis, 2 Units

This course involves creation and approval of a final written thesis, which is the culmination of a student's area of research. This course may be taken only once.

Prerequisite: Successful completion of GMUS 590 Directed Research and permission of the graduate program director to proceed to this final stage of the thesis process.

GMUS 599, Readings in Music, 1-4 Units

Faculty

Department Chair

Philip Shackleton (<http://www.apu.edu/cma/faculty/pshackleton>), DMA

Professors

Claire Fedoruk (<http://www.apu.edu/cma/faculty/cfedoruk>), DMA

Dennis Royse (<http://www.apu.edu/cma/faculty/droyse>), Ph.D.

Philip Shackleton (<http://www.apu.edu/cma/faculty/pshackleton>), DMA

John Simons (<http://www.apu.edu/cma/faculty/jesimons>), DMA

Associate Professors

Alexander Koops (<http://www.apu.edu/cma/faculty/akoops>), DMA

Don Neufeld (<http://www.apu.edu/cma/faculty/dneufeld>), M.A.

Assistant Professor

John Burdett (<http://www.apu.edu/cma/faculty/jburdett>), Ed.D.

Instructor

Stephen Martin (<http://www.apu.edu/cma/faculty/smartin>), M.M.

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.

| Code | Title | Units |
|--|---|-------|
| Comprehensive Master's-Level Exit Exam (0 Units) ¹ | | |
| Core Courses | | |
| GMUS 500 | Introduction to Graduate Research Methods | 3 |
| Students enroll in GMUS 501A or B, and GMUS 502 A or B, depending upon diagnostic entrance exam results. | | |
| GMUS 501A or GMUS 501B | Seminar in Musicology: The Renaissance Seminar in Musicology: The Baroque | 3 |
| GMUS 502A or GMUS 502B | Seminar in Musicology: The Nineteenth Century Seminar in Musicology: The Twentieth Century | 3 |
| GMUS 503 | Advanced Analysis of Form and Style | 3 |
| Additional Courses | | |
| GMUS 504 | Advanced Orchestration | 3 |
| GMUS 505 | Advanced Choral Arranging | 3 |
| GMUS 520 | Applied Instruction I (2 units each semester) | 8 |
| GMUS 544 | Music Technology Seminar | 3 |
| Electives or Piano ² | | 4 |
| Composition Recital | | N/C |
| Total Units | | 33 |

¹ This exam must be taken and passed by all master's degree candidates in the last semester of their degree coursework in order to graduate with the Master of Music in Composition from Azusa Pacific University.

² Students with adequate skills as determined by the diagnostic entrance exam may take electives other than piano. Elective courses may be selected from any of Azusa Pacific University's graduate programs with the approval of the associate chair of graduate studies. Classes must be numbered 500 or higher.

Master of Music Education

The Master of Music Education broadens the scope and increases the expertise of current teaching professionals and those training as school music specialists. Students may select the choral emphasis or the instrumental emphasis.

| Code | Title | Units |
|---|--|-------|
| Comprehensive Master's-Level Exit Exam (0 Units) ¹ | | |
| Core Courses | | |
| GMUS 500 | Introduction to Graduate Research Methods | 12 |
| GMUS 503 | Advanced Analysis of Form and Style | |
| Students enroll in GMUS 501A or B, depending upon diagnostic entrance exam results. | | |
| GMUS 501A or GMUS 501B | Seminar in Musicology: The Renaissance Seminar in Musicology: The Baroque | |
| Students enroll in GMUS 502A or B, depending upon diagnostic exam results. | | |

| | | |
|---|--|-----------|
| GMUS 502A | Seminar in Musicology: The Nineteenth Century | |
| GMUS 502B | Seminar in Musicology: The Twentieth Century | |
| Major Area | | 18 |
| GMUS 507A | Seminar A: Music Education | |
| GMUS 507B | Seminar B: Music Education | |
| GMUS 507C | Seminar C: Music Education | |
| GMUS 507D | Seminar D: Music Education | |
| GMUS 513 | Philosophical and Psychological Foundations of Music Education | |
| GMUS 516 | Social and Historical Foundations of Music Education | |
| GMUS 529 | Literature and Resources for Music Education | |
| GMUS 590 | Directed Research ² | |
| GMUS 591 | Thesis | |
| GMUS 588 | Ensemble | |
| Students enroll in GMUS 509A for the Choral Emphasis, and GMUS 510 for the Instrumental Emphasis. | | |
| GMUS 509A | Conducting I (Choral) | |
| GMUS 510 | Conducting II (Instrumental) | |
| Electives ³ | | 4 |
| Total Units | | 34 |

¹ This exam must be taken and passed by all master's degree candidates in the last semester of their degree coursework in order to graduate with the Master of Music Education from Azusa Pacific University.

² Two units are required, but additional units may be taken each semester until completion of degree, and of research to the satisfaction of the advising professor.

³ Four elective units are required for this degree. It is suggested that the student enroll in 2 units of any graduate-level music course and 2 units of applied lessons. Applied lessons used in this requirement generate an additional fee.

Department of Performing Arts

Mission

With a conservatory focus, the Department of Performing Arts provides student musicians with the opportunity to work with outstanding professional faculty artists in solo and ensemble settings. Through such engagement, students refine their craft for a lifetime of expression and individual creativity that reflects the creative and transformative nature of God.

Experiential Learning

The School of Music encourages the integration of academic learning and practical experience in all of the Master of Music programs. Domestic and international graduate students are encouraged to work as professional musicians (e.g., choral and instrumental directors, vocal and instrumental performers, private teachers, etc.) while completing their degree.

Master of Music in Performance majors are required to gain performing experience each semester. On- and off-campus performances are acceptable.

Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC) (<http://www.wscuc.org>).
- The School of Music is accredited by the National Association of Schools of Music (NASM) (<https://nasm.arts-accredit.org>).

For more information about the School of Music, visit apu.edu/cma/music/.

Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Graduate Admission Policies (p. 13)). Additionally, all graduate music applicants must complete an entrance exam.

Program-specific application requirements are available at apu.edu/graduateprofessionalcenter/admissions/requirements/program/.

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

Requirements Common to All Master's Degree Candidates

Comprehensive Master's Degree Exit Exam

A comprehensive master's-level exit exam must be taken and passed in the last semester of a student's degree coursework in order to graduate with a master's degree from Azusa Pacific University's School of Music.

Grade-point Average

Degree candidates must maintain a 3.0 GPA for the duration of their time in the master's degree program.

Recital Performance

Degree candidates in performance, conducting, and composition must present a graduate recital. Performances (other than those presented at Azusa Pacific University) proposed to meet this requirement must be requested through the petition process and submitted to the graduate associate dean of the School of Music. Degree candidates in music education are not required to present a graduate recital. In the case of a student who is taking instruction in more than one applied area, recital performance is required only in the primary applied area.

Applied Music

1. Degree candidates in conducting, performance, and composition are required to take at least 8 units in one applied area.
2. Students must take at least 1 unit of applied lessons each semester, even if the minimum number of units for their emphasis has been met.
3. Any student wishing to take more than 2 units of applied lessons in one semester must have written permission from the associate dean or dean of the School of Music in the form of an in-house petition.
4. Jury examinations are required each semester for all students taking private lessons.
5. All students, in conjunction with the instructor, are responsible for selecting an accompanist for juries by the indicated deadlines. There are three ways to select an accompanist:
 - a. Faculty may request an accompanist with the Accompanist Request Form available in the School of Music office by the indicated deadlines.
 - b. Faculty may request a specific accompanist with the Accompanist Request Form available in the School of Music office by the indicated deadlines.
 - c. If no Accompanist Request Form is submitted, or requested after the indicated deadlines, faculty are responsible to make arrangements for their students.
6. Private Lessons:
 - a. Grades for private lessons are issued based on a minimum of 12 lessons per semester. The grade will be lowered if the student attends fewer than the minimum of 12 lessons. Additionally, if the student does not meet the annual mandatory solo performance requirement, an *F* will be assigned for the spring semester applied grade.
 - b. A department representative will assign an instructor.
 - c. When the student is ill and notifies the teacher in advance, a makeup lesson will be rescheduled if possible. "No-show" students do not receive makeup lessons.

Ensemble Requirement

Performance degree candidates must take part in an ensemble. View ensemble requirements (p. 141).

Master of Music in Conducting (p. 140)

Master of Music in Performance (p. 141)

Artist Certificate Program (<http://www.apu.edu/cma/music/certificate>)

GMUS 500, Introduction to Graduate Research Methods, 3 Units

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This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the 14th century to the early 16th century.

Prerequisite: GMUS 500

GMUS 501B, Seminar in Musicology: The Baroque, 3 Units

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the early 16th century to the mid-18th century.

Prerequisite: GMUS 500

GMUS 502A, Seminar in Musicology: The Nineteenth Century, 3 Units

This course traces the development of music in Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the beginning to the end of the 19th century.

Prerequisite: GMUS 500

GMUS 502B, Seminar in Musicology: The Twentieth Century, 3 Units

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the beginning to the end of the 20th century.

Prerequisite: GMUS 500

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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.

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This course offers discussion, study, and analysis of orchestration techniques, as well as scoring for varied instrumental groupings. It concentrates on using scoring knowledge as a conductor and on practical writing techniques.

Prerequisite: MUS 423 or equivalent

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This course is designed to enhance skills in arranging music for performance, with emphasis on choral arranging.

Prerequisite: MUS 421 or equivalent

GMUS 506, Special Topics in Musicology, 3 Units

This course addresses special topics from any period of musicology as decided by the instructor and department.

Prerequisite: GMUS 500

GMUS 507A, Seminar A: Music Education, 1 Unit

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.

Prerequisite: GMUS 500

GMUS 507B, Seminar B: Music Education, 1 Unit

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.

Prerequisite: GMUS 500

GMUS 507C, Seminar C: Music Education, 1 Unit

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.

Prerequisite: GMUS 500

GMUS 507D, Seminar D: Music Education, 1 Unit

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.

Prerequisite: GMUS 500

GMUS 508A, Seminar A: Keyboard Collaborative Arts, 1 Unit

In this course, students collaborate with vocalists in a master class setting. Together they prepare and perform art songs and arias in Italian, French, German, and English. After completing the class, students are able to articulate distinct performance practices for each style. Students verbally present a precis for each song they perform, communicating the poetic content for each work in their own words. In addition, they write a word-for-word translation in the score for each piece. Students are encouraged to critique the performance of their colleagues after each performance. They also interpret the musical language of history's greatest composers.

GMUS 508B, Seminar B: KCA Instrumental Collaboration, 1 Unit

In this course, students collaborate with vocalists in a master class setting. Together they prepare and perform art songs and arias in Italian, French, German, and English. After completing the class, students are able to articulate distinct performance practices for each style. Students verbally present a precis for each song they perform, communicating the poetic content for each work in their own words. In addition, they write a word-for-word translation in the score for each piece. Students are encouraged to critique the performance of their colleagues after each performance. They also interpret the musical language of history's greatest composers.

GMUS 508C, Seminar C: KCA Issues in Keyboard Collaboration, 1 Unit

Students collaborate with keyboardists in a master class setting. Together they prepare and perform works from different periods and styles, including French, Italian, Spanish, and German. After completing the class, students are able to articulate distinct performance practices for each style. Students verbally present a precis for each work they perform, communicating the content for each work in their own words. Class participants are encouraged to critique the performance of their colleagues after each performance.

GMUS 508D, Seminar D: KCA Professional Preparation, 1 Unit

In this seminary, students collaborate with keyboardists in a master class setting. Together they prepare and perform works from different periods and styles, including French, Italian, Spanish, and German. After completing the class, students are able to articulate distinct performance practices for each style. Students learn to prepare professional recitals, chamber works, and vocal and choral works. Class participants are encouraged to critique the performance of their colleagues after each performance.

GMUS 509A, Conducting I (Choral), 3 Units

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 Units

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 Units

Students study privately with an instructor in preparation for their conducting recital. Ensemble and repertory selections are determined during this semester.

GMUS 513, Philosophical and Psychological Foundations of Music Education, 2 Units

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 Units

Students discuss contemporary issues that apply to music classroom teachers. The course is taught in a seminar format.

GMUS 515, Instrumental Pedagogy, 2 Units

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 Units

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 518A, Sem A: Choral Conducting, 1 Unit

In this course, students study with an instructor and graduate colleagues in a weekly seminar setting, exploring cornerstone literature and fundamental repertoire of the choral art, encompassing Medieval Chant and historic musical compositions spanning the Renaissance, Baroque, and Classical periods within the Western European tradition.

GMUS 518B, Sem B: Choral Conducting Literature, 1 Unit

In this seminar, students explore cornerstone literature and fundamental repertoire of the choral art, and "historic informed performance" practices spanning the Romantic period through the 20th and early 21st centuries within the Western European tradition and contemporary choral landscape.

GMUS 518C, Seminar C: Choral Performance Practice and Rehearsal Techniques, 1 Unit

In this seminar, students explore cornerstone literature and fundamental repertoire of the choral art, and "historic informed performance" practices. Deeper consideration is given to the effect performance practice has on rehearsal and production of concerts, as well as the affected literature.

GMUS 518D, Seminar D: Professional and Current Issues in Choral Conducting, 1 Unit

In this seminar, students explore cornerstone issues and professional considerations of the choral profession. The focus is on professional conferences and organizations that connect students with professional conductors and colleagues, as well as on controversial issues regarding the choral art in current practice.

GMUS 519A, Seminar A: Instrumental Conducting, 1 Unit

In this course, students develop advanced instrumental conducting and rehearsal techniques over a series of four seminars. Emphasis is placed on wind ensemble and orchestral conducting literature, performance practice, and historical context.

GMUS 519B, Seminar B: Instrumental Conducting Literature, 1 Unit

Students develop advanced instrumental conducting and rehearsal techniques over a series of 4 seminars. In this seminar, emphasis is placed on wind ensemble and orchestral conducting literature from the Romantic period through the 21st century.

GMUS 519C, Seminar C: Instrumental Performance Practice and Rehearsal Techniques, 1 Unit

Students develop advanced instrumental conducting and rehearsal techniques over a series of 4 seminars. In this seminar, students explore cornerstone literature and fundamental repertoire of the instrumental conducting art, and "historic informed performance" practices. Deeper consideration is given to the effect performance practice has on rehearsal and production of concerts as well as the affected literature.

GMUS 519D, Seminar D: Professional and Current Issues in Instrumental Conducting, 1 Unit

Students develop advanced instrumental conducting and rehearsal techniques over a series of 4 seminars. In this seminar, students explore cornerstone issues and professional considerations of the instrumental profession. Focus is given to professional conferences and organizations that connect students with professional conductors and colleagues, as well as to controversial issues regarding the instrumental conducting art in current practice.

GMUS 520, Applied Instruction I, 1-3 Units

Individual instruction in an instrument or composition is given in this course. Additional fee is required.

Prerequisite: admission to the graduate program or instructor's permission

GMUS 524, Keyboard Literature, 2 Units

Students survey keyboard musical literature from all historical periods. Solo and small ensemble literature are emphasized.

GMUS 525, Chamber Ensemble, 2 Units

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 Units

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 Unit

This course develops skills in sight reading and part playing in ensembles of varying sizes from duets to guitar orchestras. Graduate students have the opportunity to assist undergraduates as well as challenge themselves with the more difficult parts of the ensembles relating to upper registers and more technically demanding parts.

GMUS 528, Organ Literature, 2 Units

A survey of music written for the pipe organ from pre-Renaissance times through the present will be studied. Various organ builders during the centuries will be discussed and how they influenced composition written during their time. Many works will be heard and examined.

GMUS 529, Literature and Resources for Music Education, 2 Units

This course traces and analyzes appropriate literature for classroom teaching of musical ensembles, as well as resources for music educators.

GMUS 530, Applied Voice, 1-3 Units

Individual instruction in voice is given in this course. Additional fee is required.

Prerequisite: admission to the graduate program in vocal performance or instructor's permission

GMUS 534, Vocal Literature A, 2 Units

Students explore a rich and diverse literature: the German Lied or art song. Each student selects a significant Lied composer as well as a Liederzyklus (song cycle) to research and study in planning for a performance. Class meetings consist of interactive learning that includes student research and presentation as a part of the discussion each class. Student presentations are drawn from the course's assigned readings, and all students engage in conversation during classroom presentations. An outline is distributed to help in preparing the presentations. The professor chooses the content of presentations, and this work is assigned at the professor's discretion.

GMUS 535, Vocal Literature B, 2 Units

Students in this course explore a rich and diverse literature of the art song in American, British, French, Italian, and Russian settings. Each student selects a significant composer as well as a national school or style to research and study in planning for a performance. Class meetings consist of interactive learning that includes student research and presentation as a part of the discussion each class. Student presentations are drawn from the course-assigned readings, and all students engage in conversation during classroom presentations. An outline is distributed, to be used to prepare the presentations. The professor chooses the content of presentations, and work is assigned at their discretion.

GMUS 536, Seminar in Professional Preparation, 1 Unit

Through study, discussion, practice, and examination, students gain a deeper understanding of the physiology and psychology of the singing voice in professional performance situations. Students study the art of auditioning and its benefits, and read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to giving a public audition.

GMUS 537, Operatic History and Performance Practice, 3 Units

This course addresses the history of opera from its inception in 1600 to its current practice. The course includes a survey of operatic styles, types, and developments, and educates students about performance practices of the relevant time periods. Students attend and analyze opera performances as part of their coursework, and engage in critical thinking and writing regarding the topic of operatic history.

GMUS 540, Advanced Vocal Pedagogy, 2 Units

Through study, discussion, practice, and examination, students gain a deeper understanding of the physiology and psychology of the singing voice in solo and choral settings. Students study the anatomy of the larynx, as well as the physiology of breathing, respiration, vowel formants, timbre, registers, and vocal health. Students also read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to teaching a public practice voice lesson.

Prerequisite: GMUS 500

GMUS 541A, Professional Vocal Coaching, 1 Unit

Through study, discussion, practice, and examination, students in this course gain a deeper understanding of the professional use of vocal coaching and how to respond in professional situations with a professional voice coach. Students study the art of vocal coaching and its benefits, and read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to receiving a professional-style vocal coaching.

GMUS 541B, Advanced Vocal Coaching, 1 Unit

Through study, discussion, practice, and examination, students gain a deeper understanding of the physiology and psychology of the singing voice in vocal coaching situations. Students study the art of vocal coaching and its benefits, and read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to taking a public practice voice coaching.

GMUS 544, Music Technology Seminar, 3 Units

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 Units

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 Units

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 Units

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 Units

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 Units

This course is an introduction to the historical, theological, philosophical, and practical uses of technology. Powerpoint, MIDI, sound systems, video projection, and multimedia of all kinds are examined in order to understand the appropriate role of technology in assisting the Church's worship unto God.

GMUS 565, Aesthetics of Worship, 2 Units

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 Units

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 Unit

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 590, Directed Research, 1-3 Units

This course offers individualized assistance in researching thesis materials. A completed prospectus is necessary for advancement to GMUS 591, where the thesis is completed. This course may be repeated for credit until the prospectus is completed to the satisfaction of the advising professor. Two units of this course are required for graduation, but the course may be repeated for credit if necessary.

GMUS 591, Thesis, 2 Units

This course involves creation and approval of a final written thesis, which is the culmination of a student's area of research. This course may be taken only once.

Prerequisite: Successful completion of GMUS 590 Directed Research and permission of the graduate program director to proceed to this final stage of the thesis process.

GMUS 599, Readings in Music, 1-4 Units

Faculty

Department Chair

Christopher Russell (<http://www.apu.edu/cma/faculty/cprussell>), M.M.

Professors

Claire Fedoruk (<http://www.apu.edu/cma/music/faculty/cfedoruk>), DMA

Janet Harms (<http://www.apu.edu/cma/faculty/jharms>), Ed.D.

Associate Professors

Joel Clift (<http://www.apu.edu/cma/faculty/jclift>), DMA

Harold Clousing (<http://www.apu.edu/cma/faculty/hclousing>), DMA

Melanie Galloway (<http://www.apu.edu/cma/faculty/mgalloway>), DMA

Michael Kozubek (<http://www.apu.edu/cma/faculty/mkozubek>), DMA

John Sutton (<http://www.apu.edu/cma/faculty/jsutton>), DMA

Assistant Professors

David Hughes (<http://www.apu.edu/cma/faculty/dhughes>), DMA

Michelle Jensen (<http://www.apu.edu/cma/music/faculty/mjensen>), M.M.

Alexander Russell (<http://www.apu.edu/cma/faculty/arusell>), M.M.

InstructorPatricia Edwards (<http://www.apu.edu/cma/faculty/pedwards>), DMA**Lecturer**

Jeffrey Williams, M.M.

Master of Music in Conducting

The Master of Music in Conducting prepares musicians for professional careers in the specialized and competitive field of conducting.

| Code | Title | Units |
|---|---|-------|
| Comprehensive Master's-Level Exit Exam (0 Units) ¹ | | |
| Core Courses | | 12 |
| GMUS 500 | Introduction to Graduate Research Methods | |
| GMUS 503 | Advanced Analysis of Form and Style | |
| Students will enroll in GMUS 501A or B depending upon diagnostic entrance exam results. | | |
| GMUS 501A | Seminar in Musicology: The Renaissance | |
| GMUS 501B | Seminar in Musicology: The Baroque | |
| Students will enroll in GMUS 502A or B depending upon diagnostic entrance exam results. | | |
| GMUS 502A | Seminar in Musicology: The Nineteenth Century | |
| GMUS 502B | Seminar in Musicology: The Twentieth Century | |
| Major Area (Choose Emphasis) | | 18-20 |
| Instrumental Emphasis ² | | |
| GMUS 504 | Advanced Orchestration | |
| GMUS 509A | Conducting I (Choral) | |
| GMUS 519A | Seminar A: Instrumental Conducting | |
| GMUS 519B | Seminar B: Instrumental Conducting Literature | |
| GMUS 519C | Seminar C: Instrumental Performance Practice and Rehearsal Techniques | |
| GMUS 519D | Seminar D: Professional and Current Issues in Instrumental Conducting | |
| GMUS 511 | Conducting III (Applied Lessons) ² | |
| Choral Emphasis ³ | | |
| GMUS 505 | Advanced Choral Arranging | |
| GMUS 510 | Conducting II (Instrumental) | |
| GMUS 518A | Seminar A: Choral Conducting | |
| GMUS 518B | Seminar B: Choral Conducting Literature | |
| GMUS 518C | Seminar C: Choral Performance Practice and Rehearsal Techniques | |
| GMUS 518D | Seminar D: Professional and Current Issues in Choral Conducting | |
| GMUS 540 | Advanced Vocal Pedagogy | |
| GMUS 511 | Conducting III (Applied Lessons) ³ | |
| Ensemble ⁴ | | 2 |
| GMUS 588 | Ensemble | |
| Graduate Recital | | N/C |
| Electives ⁵ | | 2 |
| Total Units | | 34-36 |

¹ Exam must be taken and passed by all master's degree candidates in the last term of their degree coursework in order to graduate with the Master of Music from Azusa Pacific University.

² Candidates in the Instrumental Emphasis enroll in a total of 10 units of applied conducting lessons, of which 8 units are taken with their primary professor, depending on their primary interest area (wind or orchestral), and the remaining 2 units are in the alternative area (wind for orchestral interest, and orchestral for wind interest). Candidates taking applied instrumental conducting lessons are required to attend a weekly instrumental conducting lab/master class.

- ³ Candidates in the Choral Emphasis enroll in 8 units of applied conducting lessons with their primary professor, and are required to attend a weekly instrumental conducting lab/master class. Entering candidates must have an earned bachelor's degree in music with one semester of undergraduate conducting, two semesters of undergraduate diction (including German, Italian, French, Latin, and English), at least two semesters of undergraduate applied voice lessons, and a history of participation in collegiate choral ensembles during the graduate degree. Deficiency in conducting study, voice, and diction hours may be resolved with appropriate enrollment during M.M. degree progress, but these undergraduate hours will not count toward the graduate degree.
- ⁴ Candidates are to be in an appropriate instrumental or choral ensemble, as assigned by the supervising conductor or program director, for two terms of full-time residence. Candidates must enroll in 2 units of an instrumental ensemble to fulfill this requirement for instrumental conducting, or 2 units of a choral ensemble for choral conducting.
- ⁵ Two elective units are required for this degree. These units may be chosen from any graduate-level music course. Applied lessons used in this requirement will generate an additional fee.

Master of Music in Performance

The Master of Music in Performance allows emphasis in several areas, including instrumental performance, piano and organ performance, vocal performance, and keyboard collaborative arts.

| Code | Title | Units |
|---|---|-------|
| Comprehensive Master's Level Exit Exam (0 Units) ¹ | | |
| Piano and Organ Emphasis Core Courses | | |
| GMUS 500 | Introduction to Graduate Research Methods | 3 |
| Students will enroll in GMUS 501A or B, and GMUS 502 A or B, depending upon diagnostic entrance exam results. | | |
| GMUS 501A or GMUS 501B | Seminar in Musicology: The Renaissance Seminar in Musicology: The Baroque | 3 |
| GMUS 502A or GMUS 502B | Seminar in Musicology: The Nineteenth Century Seminar in Musicology: The Twentieth Century | 3 |
| GMUS 503 | Advanced Analysis of Form and Style | 3 |
| Additional Courses | | |
| GMUS 509A or GMUS 510 | Conducting I (Choral) Conducting II (Instrumental) | 3 |
| GMUS 520 | Applied Instruction I (2 units each for 4 terms - 8 Total) | 2 |
| GMUS 524 | Keyboard Literature | 2 |
| GMUS 525 | Chamber Ensemble | 2 |
| Electives (3 units) ^{2,3} | | 3 |
| Graduate Recital (N/C) | | |
| Total Units | | 30 |

- ¹ A Comprehensive Master's Level Exit Exam must be taken and passed by all master's degree candidates in the last term of their degree coursework in order to graduate with the Master of Music from Azusa Pacific University.
- ² Private lessons taken for elective units require an additional fee.
- ³ Elective courses may be selected from any of Azusa Pacific University's graduate programs with the approval of the Associate Chair of Graduate Studies. Classes must be numbered 500 or higher.

| Code | Title | Units |
|---|---|-------|
| Comprehensive Master's-Level Exit Exam (0 Units) ¹ | | |
| Vocal Emphasis Core Courses | | |
| GMUS 500 | Introduction to Graduate Research Methods | 12 |
| GMUS 503 | Advanced Analysis of Form and Style | |
| Students enroll in GMUS 501A or B, depending upon diagnostic entrance exam results. | | |
| GMUS 501A GMUS 501B | Seminar in Musicology: The Renaissance Seminar in Musicology: The Baroque | |
| Students enroll in GMUS 502A or B, depending upon diagnostic entrance exam results. | | |
| GMUS 502A GMUS 502B | Seminar in Musicology: The Nineteenth Century Seminar in Musicology: The Twentieth Century | |
| Major Area | | |

| | | |
|-------------------------------|---|-----------|
| GMUS 530 | Applied Voice ² | |
| GMUS 534 | Vocal Literature A | |
| GMUS 535 | Vocal Literature B | |
| GMUS 536 | Seminar in Professional Preparation | |
| GMUS 537 | Operatic History and Performance Practice | |
| GMUS 540 | Advanced Vocal Pedagogy | |
| GMUS 541A | Professional Vocal Coaching | |
| GMUS 541B | Advanced Vocal Coaching | |
| GMUS 588 | Ensemble ³ | |
| Electives ⁴ | | 2 |
| Graduate Recital (N/C) | | |
| Total Units | | 36 |

¹ Exam must be taken and passed by all master's degree candidates in the last term of their degree coursework in order to graduate with the Master of Music from Azusa Pacific University.

² Students take a total of 8 units of applied lessons with their primary professor. This includes a weekly studio/master class.

³ Opera is recommended for these two units. If chosen, opera must be taken as a yearlong commitment of 1 unit each in the fall and spring terms, consecutively.

⁴ Two elective units are required for this degree. These units may be chosen from any graduate-level music course. Applied lessons used in this requirement generate an additional fee.

| Code | Title | Units |
|---|---|-----------|
| Comprehensive Master's Level Exit Exam (0 Units) ¹ | | |
| Instrumental Emphasis Core Courses | | |
| GMUS 500 | Introduction to Graduate Research Methods | 3 |
| Students will enroll in GMUS 501A or B, and GMUS 502 A or B, depending upon diagnostic entrance exam results. | | |
| GMUS 501A or GMUS 501B | Seminar in Musicology: The Renaissance Seminar in Musicology: The Baroque | 3 |
| GMUS 502A or GMUS 502B | Seminar in Musicology: The Nineteenth Century Seminar in Musicology: The Twentieth Century | 3 |
| GMUS 503 | Advanced Analysis of Form and Style | 3 |
| GMUS 509A or GMUS 510 | Conducting I (Choral) Conducting II (Instrumental) | 3 |
| Additional Courses | | 15 |
| GMUS 520 | Applied Instruction I (2 units per term for 4 terms) | |
| GMUS 525 | Chamber Ensemble (2) | |
| GMUS 526 | Fingerboard Harmony (For Guitar Performance majors only. 2) | |
| GMUS 588 | Ensemble (2 units required) | |
| Electives (1-3 units) ^{2, 3, 4} | | |
| Graduate Recital (N/C) | | |
| Total Units | | 30 |

¹ A Comprehensive Master's Level Exit Exam must be taken and passed by all master's degree candidates in the last term of their degree coursework in order to graduate with the Master of Music from Azusa Pacific University.

² Private lessons taken for elective or required units require an additional fee.

³ Elective courses may be selected from any of Azusa Pacific University's graduate programs with the approval of the Associate Chair of Graduate Studies. Classes must be numbered 500 or higher.

⁴ One unit of elective credit for Guitar; 3 units for all others.

| Code | Title | Units |
|---|---|-------|
| Keyboard Collaborative Arts Emphasis Core Courses | | |
| Comprehensive Master's-Level Exit Exam (0 Units) ¹ | | |
| GMUS 500 | Introduction to Graduate Research Methods | |
| GMUS 503 | Advanced Analysis of Form and Style | |

Students enroll in GMUS 501A or B, depending upon diagnostic entrance exam results.

| | |
|-----------|--|
| GMUS 501A | Seminar in Musicology: The Renaissance |
| GMUS 501B | Seminar in Musicology: The Baroque |

Students enroll in GMUS 502A or B, depending upon diagnostic entrance exam results.

| | |
|-----------|---|
| GMUS 502A | Seminar in Musicology: The Nineteenth Century |
| GMUS 502B | Seminar in Musicology: The Twentieth Century |

Major Area 19

| | |
|-----------|---|
| GMUS 525 | Chamber Ensemble |
| GMUS 508A | Seminar A: Keyboard Collaborative Arts |
| GMUS 508B | Seminar B: KCA Instrumental Collaboration |
| GMUS 508C | Seminar C: KCA Issues in Keyboard Collaboration |
| GMUS 508D | Seminar D: KCA Professional Preparation |

Applied Lessons ²

| | |
|----------|--|
| GMUS 520 | Applied Instruction I (2 units per term) |
|----------|--|

Students enroll in GMUS 509A or 510, depending upon personal preference.

| | |
|-----------|------------------------------|
| GMUS 509A | Conducting I (Choral) |
| GMUS 510 | Conducting II (Instrumental) |

Electives ³ 2

Graduate Recital (N/C)

Total Units 33

¹ Exam must be taken and passed by all master's degree candidates in the last term of their degree coursework in order to graduate with the Master of Music from Azusa Pacific University.

² Students take a total of 8 units of applied lessons with their primary professor. This includes a weekly studio/master class.

³ Two elective units are required for this degree. These units may be chosen from any graduate-level music course. Applied lessons used in this requirement generate an additional fee.

School of Visual and Performing Arts

The School of Visual and Performing Arts offers students rich artistic experiences and training in the fields of visual art, cinematic arts, graphic design, and theatrical arts. The school, which comprises the Department of Art and Design (p. 143), the Department of Cinematic Arts, and the Department of Theater Arts, includes 23 full-time faculty and offers four master's degree programs, eight undergraduate majors, and seven minors.

- Master of Arts in Art Education (p. 149)
- Master of Arts in Modern Art History, Theory, and Criticism (Online) (p. 148)
- Master of Fine Arts in Visual Art (p. 148)
- Master of Arts in Screenwriting (p. 151)

Department of Art and Design

Accreditation

- Azusa Pacific University is accredited by the WASC Senior College and University Commission (WSCUC).
- The Department of Art and Design programs are accredited by the National Association of Schools of Art and Design (NASAD).

For more-detailed information about the Department of Art and Design, visit apu.edu/cma/vpa/artdesign/.

Admission

University graduate admission and program acceptance requirements must be met before an application is complete (see Admission to the University (p. 13)).

Program-specific application requirements are available at apu.edu/gpc/admissions/requirements/program/.

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

Mission

The mission of the Azusa Pacific University Department of Art and Design is to prepare art students for a lifetime of artistic expression and to cultivate individual creativity through the study of history, technique, presentation, and social engagement, as a reflector of the creative and transformative nature of God.

Faculty believe that art is a socially responsible calling that challenges students to act as transformers in the world. In human history, artists have been the vehicles for spiritual, social, political, and psychological definition and change. Therefore, art is presented as a professional occupation and an essential part of a liberal arts education. APU students train to continue in that artistic tradition.

Degrees in:

- Master of Fine Arts in Visual Art (p. 148)
- Master of Arts in Modern Art History, Theory, and Criticism (Online) (p. 148)
- Master of Arts in Art Education (p. 149)

ART 501, Integration: Theory and Practice I, 2 Units

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 Units

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 Units

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 513, Studio Art Exploration and Application I, 3 Units

This is the first course in Art Exploration and Application. This course provides studio residency experiences that will enable students to expand their drawing and two-dimensional design skills and advance their visual communication skills by exploring a variety of design processes and techniques, as well as compositional and aesthetic concepts.

ART 520, Critical Issues in Art II, 2 Units

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 Units

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 Units

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 Units

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 Units

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

ART 550, History of 19th-Century Art, Criticism, and Theory, 3 Units

This course aims to provide an in-depth study of the art of 19th-century Europe and America, and an introduction to a variety of methods by which art is customarily understood.

ART 555, History of 20th-Century Art, Criticism, and Theory, 3 Units

This course aims to provide an in-depth study of the art of 20th-century Europe, America, and beyond.

ART 560, Reading and Translating French, 3 Units

This optional elective course develops proficiency in reading French at an intermediate level, reviewing basic grammar concepts and stylistic elements.

ART 565, Methodologies of Art History, 3 Units

This course provides an advanced examination of art history in the form of a survey of methods used by practitioners since the 16th century.

ART 570, Theories and Practices of Abstraction, 3 Units

This course provides an in-depth study of abstract painting and sculpture of Europe and America from the 1880s to roughly 1970. It explores the relationship between the academy and the deconstruction of the figure.

ART 575, Writing Art Criticism, 3 Units

This course addresses a range of strategies for interpreting and building experiences and meanings that address both the individual and shared experience of makers and viewers of visual art.

ART 576, The Modern Object, 3 Units

This course addresses the origins and development of sculpture in the Modern era. An advanced exploration includes the methods and historical relevance of sculpture in relation to modernity.

ART 577, Visual Culture, 3 Units

This course asks how all of our visual languages from high art to popular culture should be organized and addressed as art historians.

ART 580, Critique, 1 Unit

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 Unit

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 Unit

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 Unit

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 Unit

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 Unit

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 Units

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

Prerequisite: ART 580

ART 591, Independent Studio, 4 Units

This is the second required independent studio course. A faculty mentor is selected each semester to supervise the development of student's work.

Prerequisites: ART 581 and ART 590

ART 592, Independent Studio, 5 Units

This is the third required independent studio course. A faculty mentor is selected each semester to supervise the development of student's work.

Prerequisites: ART 582 and ART 591

ART 593, Independent Studio, 4 Units

This is the fourth 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 Units

This is the fifth 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 Units

This is the final required independent studio course. A faculty mentor is selected each semester to supervise the development of the student's work.

Prerequisites: ART 585 and ART 594

ART 600, Regional Modernism, 3 Units

This course offers regional perspectives on how people think about the Modern Era. Perspectives change according to expertise and locations available to study. This course may be offered as an on-site, short-term class in cities around the U.S.

ART 601, Integration: Theory and Practice III, 2 Units

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 Units

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

ART 605, Modernism and the Museum, 3 Units

The birth and growth of the modern museum has emerged as a significant institution for the art historian and artist. This course will consider the objects, buildings, and landscapes and explores how their contexts of display influence our understanding of history, education, and the object.

ART 610, Critical Issues in Art III, 2 Units

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 613, Studio Art Exploration and Application II, 3 Units

This is the second course in Art Exploration and Application. This course provides studio residency experiences that will enable students to expand their photography and digital media skills, investigate various forms of expression and techniques that use the principles and elements of design, and develop mastery in concept, composition, and execution of technique.

Prerequisite: ART 513

ART 615, Modernism and Religion, 3 Units

Catholic and Protestant views of art have a long history with the appreciation, facilitation, and creation of art. This course examines the radical and dramatic relationship between religion and modern art from the Industrial Revolution to the mid-20th century.

ART 618, M.A. Thesis I: Research, 3 Units

This class focuses on and refines the preparation of a research proposal and literature review.

Prerequisites: Successful completion of nine required courses and ART 565

ART 620, Critical Issues in Art IV, 3 Units

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

ART 625, M.A. Thesis II: Writing, 3 Units

The course includes the final preparation and completion of an individual research project and presentation.

Prerequisite: ART 618

ART 630, Graduate Studio III, 3 Units

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 Units

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 Units

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 Units

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.

Faculty

Dean

Stephen P. Johnson (<http://www.apu.edu/cma/faculty/stephenjohnson>), DMA

Associate Deans

John E. Simons (<http://www.apu.edu/cma/faculty/jesimons>), DMA, College of Music and the Arts, Graduate Studies

Lyrica Taylor (<http://www.apu.edu/cma/vpa/faculty/ltaylor>), Ph.D., School of Visual and Performing Arts, Undergraduate Studies

Department Chair

John E. Simons (<http://www.apu.edu/cma/faculty/jesimons>), DMA

Interim MFA Program Director

Brent Everett Dickinson (<http://www.apu.edu/cma/vpa/faculty/bdickinson>), MFA

M.A. Program Director

Lyrica Taylor (<http://www.apu.edu/cma/vpa/faculty/ltaylor>), Ph.D.

Director of Exhibitions

Stephen Childs (<http://www.apu.edu/cma/vpa/faculty/schilds>), MFA

Professors

William Catling (<http://www.apu.edu/cma/faculty/bcatling>), MFA

Kent Anderson Butler (<http://www.apu.edu/cma/faculty/krbutler>), MFA

David Carlson (<http://www.apu.edu/cma/faculty/dcarlson>), MFA

Associate Professors

Rebecca Roe (<http://www.apu.edu/cma/faculty/broe>), Ph.D., MFA

Lyrica Taylor (<http://www.apu.edu/cma/vpa/faculty/ltaylor>), Ph.D.

Assistant Professors

Stephen Childs (<http://www.apu.edu/cma/faculty/schilds>), MFA

Brent Everett Dickinson (<http://www.apu.edu/cma/faculty/bdickinson>), MFA

Terry Dobson (<http://www.apu.edu/cma/faculty/tdobson>), MFA

Lecturers

Anne Greeley, M.St.

Jeffrey Grubbs (<http://www.apu.edu/cma/vpa/faculty/jgrubbs>), Ph.D.

Suzie Kim (<http://www.apu.edu/cma/vpa/faculty/suziekim>), Ph.D.

Guy Kinnear (<http://www.apu.edu/cma/faculty/gkinnear>), MFA

Claudia Morales McCain (<http://www.apu.edu/cma/faculty/cmccain>), MFA

Elaine McLemore (<http://www.apu.edu/cma/faculty/emclemore>), Ph.D.

Shelby Moser (<http://www.apu.edu/cma/faculty/smoser>), M.A.

Macha Suzuki (<http://www.apu.edu/cma/faculty/machasuzuki>), MFA

Jamie Sweetman (<http://www.apu.edu/cma/faculty/jsweetman>), MFA

Christina Valentine, M.A.

Department Representatives

Daniel Miller, B.A.

Tom Weaver

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

The M.A. in Modern Art History, Theory, and Criticism is a two-year, 36-unit program that offers a specialized education in modern art history integrated with contemporary theory and criticism. This online art history degree (<http://www.apu.edu/cma/vpa/artdesign/modernarthistoryonline>) moves beyond appreciation to cultivate expertise through a framework of aesthetic understanding and scholarly analysis. The course of study culminates in the completion of a written thesis. Part-time or full-time study is allowed. Courses are offered in an online format.

Foreign Language Requirement

Before completing the M.A. program, students must be able to demonstrate reading level equivalency in a modern foreign language. This may be accomplished by passing ART 560 (offered by the Department of Art and Design) or by passing the CLEP or FLATS translation exam in a modern foreign (and oral) language.

We accept all oral, modern foreign languages offered by a CLEP or FLATS exam. Sign language (ASL) does not fulfill this requirement. Please contact the Learning Enrichment Center (<http://www.apu.edu/lec>) at APU for more information about cost, registering for the CLEP or FLATS exams, and to confirm the language tests offered. The FLATS exam must be taken on the APU campus; the CLEP exam must be taken at a designated testing facility. Please note that students are not allowed to take the CLEP exam in their last semester at APU. The FLATS exam can take up to two months for grading.

Requirements

| Code | Title | Units |
|---|--|-------|
| ART 550 | History of 19th-Century Art, Criticism, and Theory | 3 |
| ART 555 | History of 20th-Century Art, Criticism, and Theory | 3 |
| ART 565 | Methodologies of Art History | 3 |
| ART 570 | Theories and Practices of Abstraction | 3 |
| ART 575 | Writing Art Criticism | 3 |
| ART 576 | The Modern Object | 3 |
| ART 577 | Visual Culture | 3 |
| ART 600 | Regional Modernism | 3 |
| ART 605 | Modernism and the Museum | 3 |
| ART 615 | Modernism and Religion | 3 |
| ART 618 | M.A. Thesis I: Research | 3 |
| ART 625 | M.A. Thesis II: Writing | 3 |
| Optional Foreign Language Course ¹ | | |
| ART 560 | Reading and Translating French | 3 |
| Total Units | | 36 |

¹ This optional Foreign Language course is available to meet the Foreign Language Requirement. It does not count towards the required 36 units for the degree.

Master of Fine Arts in Visual Art

The MFA in Visual Art program is a terminal degree that seeks to cultivate the entire person, motivating students to achieve their highest possible level of development and articulation through their art. Through intensive faculty-student mentoring relationships, students also study the principles of art production, examining the function of materials, process, historical precedents, social context and interaction, audience, and expected response.

Program Format

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

Individual studio time comprises an essential aspect of the program and offers the opportunity to retreat and augment on-campus interaction (e.g., classroom instruction, guest lectures, peer reviews, mentor direction, and critiques) and emerge with a cohesive and thoughtful perspective on art

and faith. Through the consistency that studio time provides, students cultivate the discipline that lays the groundwork for excellence and inspiration. Ultimately, students graduate as artists who naturally integrate their art-making with the major facets of their lives.

| Code | Title | Units |
|-------------|---|-------|
| 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 |
| ART 590 | Independent Studio | 5 |
| ART 581 | Critique | 1 |
| ART 591 | Independent Studio | 4 |
| 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 |
| ART 592 | Independent Studio | 5 |
| ART 583 | Critique | 1 |
| ART 593 | Independent Studio | 4 |
| 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 |
| ART 594 | Independent Studio | 5 |
| ART 585 | Critique | 1 |
| ART 595 | Independent Studio | 4 |
| ART 602 | Integration: Theory and Practice IV | 3 |
| ART 620 | Critical Issues in Art IV | 3 |
| ART 695 | Exhibition Preparation | 3 |
| Total Units | | 60 |

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 three years and four summers. Classes, critiques, and workshops are held throughout three-and-one-half weeks in July and one weekend in January. A maximum of eight years is allowed for completion of the degree.

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

A 3.0 grade-point average (GPA) is considered satisfactory progress in the MFA program.

In the event that the student's GPA drops below the minimum 3.0, the student will be placed on academic probation and given one enrollment period to raise it to the satisfactory level.

Master of Arts in Art Education

The M.A. in Art Education (<http://www.apu.edu/cma/vpa/programs/masters-in-art-education>) is designed to support a new generation of art teachers that value the unique processes and knowledge that comes with a robust studio practice and the subsequent integration of those skills into the classroom. Aspiring and seasoned art educators will hone their commitment to the studio and classroom and strengthen their research and contribution to the field of art education.

| Code | Title | Units |
|---------|--|-------|
| ART 503 | Foundations of Art Education | 3 |
| ART 504 | Contemporary Issues in Art Education | 3 |
| ART 511 | Curriculum and Planning in Art Education | 3 |
| ART 512 | Artistic Growth and Human Development | 3 |
| ART 513 | Studio Art Exploration and Application I | 3 |
| ART 550 | History of 19th-Century Art, Criticism, and Theory | 3 |

| | | |
|-------------|--|----|
| or ART 550 | History of 19th-Century Art, Criticism, and Theory | |
| ART 603 | Methods in Art Education Research | 3 |
| ART 613 | Studio Art Exploration and Application II | 3 |
| ART 618 | M.A. Thesis I: Research | 3 |
| ART 625 | M.A. Thesis II: Writing | 3 |
| Total Units | | 30 |

Department of Cinematic Arts

Mission Statement

The Department of Cinematic Arts fosters a learning community dedicated to the creative and scholarly principles of visual storytelling. Integrating mastery of craft with spiritual growth and the development of meaningful collaboration, the department encourages transformational art from a culturally engaged Christian worldview.

Department Overview

The department offers a Master of Arts in Screenwriting (p. 151), a low-residency program that prepares writers with literary talent and strong motivation to tell substantive stories that point audiences toward truth and beauty while exploring the dialogue between faith and cinematic arts.

Cinematic arts faculty are working professionals who have collectively accumulated hundreds of industry credits and who are passionate about mentoring students as they hone their craft. Azusa Pacific University's proximity to Hollywood allows students to benefit from collaborative opportunities and learn from visiting professionals.

Department facilities include an edit lab equipped with 21 work stations, a 70-seat screening room outfitted with DTS-HD 7.1 digital surround sound, a 1,500-square-foot sound stage that includes a green screen and Foley stage, and a 1,450-square-foot equipment distribution center stocked with professional production equipment. The department is an Avid Learning Partner and teaches Avid postproduction workflows exclusively.

Cinematic Arts Program Learning Outcomes

Department faculty train and mentor students in production, writing, criticism, animation, and entertainment management, combining artistic excellence with scholarship. Students learn how to do the following:

Story

Apply principles of cinematic storytelling to creative and analytical works.

Technical Practice

Demonstrate proficiency in the aesthetic, practical, and technical aspects of production, writing, criticism, animation, or entertainment management.

Knowledge/Analysis

Articulate, critique, and apply the historic, social, and theoretical contexts of the cinematic arts.

Professional Development

Implement the protocol, vocabulary, and work ethic necessary for professional careers.

Collaboration

Serve and participate as a member of a creative team in leadership and/or supporting roles to meet project goals.

Spiritual/Faith

Integrate an understanding of Christian faith through critical, creative, and collaborative endeavors.

Master of Arts in Screenwriting (p. 151)

SCW 501, Cinematic Arts and Culture, 3 Units

A study of film and television's roles as culture shapers. Students will consider issues of faith, ethics, and social justice and their relationship to cinematic arts. Particular emphasis will be placed on spiritual, artistic, and community development.

SCW 519, Directing for Screenwriters, 3 Units

An in-depth workshop/lecture demonstration on pre-production, production, and post-production processes and the aesthetics of film and video. The course will emphasize dramatic form and mechanics of story, including use of design, cinematographic, sound, and editorial crafts to communicate a coherent vision among producers, crew, and cast. Students will apply knowledge of these subjects in a collaborative working environment.

SCW 520, Script Analysis for Screenplays and Teleplays, 3 Units

Students analyze feature films and television series from the screenwriter's point of view via an in-depth study of each story's dramaturgical elements. This study deepens the understanding of these principles and techniques for each student's own creative work.

SCW 575, Screenwriting: Story and Character, 3 Units

This course focuses on dramaturgical principles needed to write for film and television. Building on Aristotelian three-act structure, students learn to create dimensional characters and craft narratives suitable for visual storytelling. Particular emphasis is placed on theme, genre, scene, and sequence construction.

SCW 595, Entertainment Production, 3 Units

This seminar course will provide students with a working knowledge in key phases of entertainment production - development, financing, production management, and marketing. Entertainment industry professionals will supplement classroom instruction by delivering guest lectures and/or participating in panel discussions.

SCW 615, Development and Production for Screenwriters, 3 Units

In this workshop class, students will study and practice the essential elements and conventions for developing, writing, and producing an original web series. Topics covered will include concept, structure, character, target audience, as well as marketing and distribution of the the web series. Students will create a three-episode web series and shoot, edit, and screen the pilot episode.

Prerequisite: SCW 519.

Faculty

Interim Chair

Gregory Michael (<http://www.apu.edu/cma/vpa/faculty/gmichael>), MFA

Program Director

Thomas D. Parham (<http://www.apu.edu/cma/vpa/faculty/tparham>), Ph.D.

Assistant Professors

Gregory Michael (<http://www.apu.edu/cma/vpa/faculty/gmichael>), MFA

Jesse Negron (<http://www.apu.edu/cma/vpa/faculty/jnegron>), MFA

Adjunct Faculty

James W. Lincoln (<http://www.apu.edu/cma/vpa/faculty/jwlincoln>), M.A.

Philip Lollar (<http://www.apu.edu/cma/vpa/faculty/plollar>), MFA

Cheryl McKay Price (<http://www.apu.edu/cma/vpa/faculty/cprice>), M.A.

Jonathan Vermeer (<http://www.apu.edu/cma/vpa/faculty/jvermeer>), MPW

Master of Arts in Screenwriting

The Master of Arts in Screenwriting (<http://www.apu.edu/cma/vpa/programs/masters-in-screenwriting>) prepares writers with literary talent and strong motivation to tell substantive stories that point audiences toward truth and beauty, while exploring the dialogue between faith and cinematic arts. Faculty are entertainment industry veterans who are passionate about mentoring students as they hone their craft. And with close proximity to Hollywood, students benefit from collaborative opportunities to learn from visiting professionals.

The M.A. in Screenwriting program is offered in a low-residency program format that supports working professionals. The program is the only graduate screenwriting degree offered among Council for Christian Colleges & Universities (CCCU) on the West Coast.

Program Highlights

- A low-residency format enables students to complete their master's degree during three summer terms and online courses during the fall and spring terms.
- Multiple entry points so students can select the ideal time to start their graduate education journey.

- Highly collaborative relationships with professor-mentors who encourage writers to hone their craft through critique and individual instruction.
- A learning environment located less than 25 miles from Hollywood, the entertainment capital of the world.

| Code | Title | Units |
|-----------------------------|---|--------------|
| Required Courses | | |
| SCW 501 | Cinematic Arts and Culture | 3 |
| SCW 519 | Directing for Screenwriters | 3 |
| SCW 520 | Script Analysis for Screenplays and Teleplays | 3 |
| SCW 575 | Screenwriting: Story and Character | 3 |
| SCW 595 | Entertainment Production | 3 |
| SCW 615 | Development and Production for Screenwriters | 3 |
| SCW 611 | Adaptation for Film and Television | 3 |
| SCW 685 | Writing the Feature Screenplay | 3 |
| SCW 699 | Screenplay/Teleplay Portfolio Workshop | 3 |
| Select one of the following | | 3 |
| SCW 687 | Writing the Drama Pilot | |
| SCW 688 | Writing the Comedy Pilot | |
| Total Units | | 30 |

School of Behavioral and Applied Sciences

Introduction

The School of Behavioral and Applied Sciences (BAS) comprises a wide range of programs across numerous departments:

- Department of Clinical Psychology (p. 154): Doctor of Psychology (Psy.D.) in Clinical Psychology
- Department of Criminal Justice (p. 176): Bachelor of Arts in Criminal Justice (Bachelor's Completion)
- Department of Higher Education (p. 183): Master of Science in College Counseling and Student Development, Doctor of Philosophy (Ph.D.) in Higher Education, Doctor of Education (Ed.D.) in Higher Education Leadership, and the Doctoral-Level Certificate in Strengths-Oriented Higher Education
- Department of Kinesiology: (p. 197) Master of Science in Athletic Training, Master of Science in Physical Education (also online), Master of Arts in Physical Education and Single Subject Teaching Credential, Master of Arts in Physical Education and Adapted Physical Education Added Authorization, and Adapted Physical Education Added Authorization
- Department of Leadership and Organizational Psychology (p. 215): Master of Arts in Leadership (also online), and Master of Science in Organizational Psychology
- Department of Marriage and Family Therapy (p. 228): Master of Arts in Clinical Psychology: Marriage and Family Therapy
- Department of Physical Therapy: (p. 237) Doctor of Physical Therapy (DPT)
- Department of Psychology (p. 245): Master of Science in Research Psychology and Data Analytics, Master of Science in Child Life, Bachelor of Arts in Psychology (Bachelor's Completion)
- Department of Social Work (p. 256): Master of Social Work (MSW)

All programs within the school carry a distinctly Christian perspective that challenges students 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 and held on APU's Azusa campus and at regional locations throughout Southern California.

Professional Accreditation

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

- The athletic training program is accredited through 2025-26 by the Commission on Accreditation of Athletic Training Education (CAATE) (<http://www.caate.net>), 6835 Austin Center Blvd, Suite 250, Austin, TX 78731-3101, (512) 733-9700.
- The Master of Arts in Physical Education and Single Subject Teaching Credential, Master of Arts in Physical Education and Adapted Physical Education Added Authorization, and Adapted Physical Education Added Authorization programs are accredited by the National Council for Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (<http://www.caepnet.org>) (CAEP), and are approved by the California Commission on Teacher Credentialing (<http://www.ctc.ca.gov>) (CTC).
- The Psy.D. program is accredited by the Office of Program Consultation and Accreditation of the American Psychological Association (APA) (<http://www.apa.org/ed/accreditation>)¹. APA accreditation recognizes that the program meets the standards for quality programs in psychology as stated in the APA's *Guidelines and Principles for Accreditation of Programs in Professional Psychology*.
- The DPT program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) (<http://www.capteonline.org/home.aspx>).
- The MSW program is accredited by the Council on Social Work Education (CSWE) (<http://www.cswe.org>).

¹ Office of Program Consultation and Accreditation, American Psychological Association, 750 First St., NE, Washington, DC 20002-4242, (202) 336-5979.

Campus Locations

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

High Desert Regional Campus

15283 Pahute Ave.
Victorville, CA 92395
(760) 952-1765

(877) 247-3462
highdesert@apu.edu
apu.edu/highdesert

Inland Empire Regional Campus

375 W. Hospitality Lane
San Bernardino, CA 92408
(909) 888-9977
(800) 964-8807
inlandempire@apu.edu
apu.edu/inland

Murrieta Regional Campus

40508 Murrieta Hot Springs Rd.
Murrieta, CA 92563
(951) 304-3400
(877) 210-8841
murrieta@apu.edu
apu.edu/murrieta

Orange County Regional Campus

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

San Diego Regional Campus

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

Department of Clinical Psychology

Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC).
- The APU Psy.D. program is accredited by the American Psychological Association (APA)¹ Commission on Accreditation. APA accreditation recognizes that the program meets the standards for quality programs in psychology as stated in the APA Guidelines and Principles for Accreditation of Programs in Professional Psychology.

¹ Office of Program Consultation and Accreditation, American Psychological Association, 750 First St., NE, Washington, DC 20002-4242, (202) 336-5979, email: apaaccred@apa.org (apaaccred@apa.org)

Learn more (<http://www.apu.edu/bas/graduatepsychology>) **about the Department of Clinical Psychology.**

Admission

University graduate admission and program acceptance requirements must be met before an application is complete (see the Admission to the University (p. 13) section of this catalog). **Learn more** (<http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program>) **about program-specific application requirements.**

International students have a separate application procedure. Visit the International Center website (<http://www.apu.edu/international>) or call +1-626-812-3055.

General Information

Progress Review and Faculty Recommendation

Department faculty review the progress of all students in the Psy.D. program each semester in order to encourage professional development and completion of the program. Since personal characteristics are important to competency in professional psychology, students are evaluated regularly on categories determined in the literature to be important to the development of 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 a Psy.D. student will be required to meet with their faculty advisor, the program director, and/or 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 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 below a *B-* in their coursework. 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. In the Psy.D. program, course grades below a *B-* do not count toward degree requirements, and such courses will need to be repeated.

Student Grievance and Due Process Procedures

Students' rights to due process are clearly outlined in the Academic Policies and Procedures (p. 38) section of this catalog. Additional information may be found in the program manual and the clinical training manual.

Computer and Email Access Required

Students are required to own or have ready access to a computer during their tenure in the Psy.D. program. Students are required to maintain and utilize a student email address. Students are responsible for the information sent to them by the program or department via email, and to respond to email in a consistent and timely manner.

Interdisciplinary Integration

Azusa Pacific has a strong Christian heritage and commitment to integrating evangelical Christian thought into university programs. APU's Psy.D. in Clinical Psychology program expresses 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 (or no religious tradition) may be admitted to the APU Psy.D. program, but 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 this 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 Psy.D. program is 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.

Clinical Training Manual Requirements

Every fall semester, a clinical training manual is released to students. Students are responsible for understanding its contents and being aware of any changes required by the department. 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 manual.

Doctoral:

- Doctor of Psychology (Psy.D.) in Clinical Psychology (p. 168)

PPSY 510, Psychotherapy and Cultural Diversity, 3 Units

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 Units

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 Units

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 513, Substance Use Disorders II: History, Support, and Promising Practices, 3 Units

This course reviews the history of addiction and drugs in society from prohibition to the 21st century, including America's war on drugs. Students study mutual support groups such as 12-step programs, Rational Recovery, and Celebrate Recovery. Also included is the study of psychopharmacology (illicit drugs, abuse of prescription drugs, and medication-assisted treatment). New and emerging trends and promising practices are considered.

Prerequisite: PPSY 511

PPSY 514, Substance Use Disorders III: Co-Occurring Disorders, Co-Morbidity, and Integrated Treatment, 3 Units

This course introduces co-occurring disorders, co-morbidity, and integrated treatment including mental health treatment, substance abuse, and primary health. Students learn the distinction between mental health disorders and substance-induced disorders and how to differentiate between the two. Behavioral addictions such as gambling, nicotine, and gaming, and the physiological impact of such disorders, are studied.

Prerequisites: PPSY 511 and PPSY 513

PPSY 515, SUD IV: Families and Other Special Populations; Confidentiality and Evidence Based Practices, 3 Units

This course focuses on substance abuse in the family system from adolescents to the elderly. Special populations are examined, such as high-risk groups, perspectives of women, and chronic pain. Special attention is paid to culturally and linguistically appropriate services. The ethical considerations of dual relationships and confidentiality are addressed. Evidence-based practices (motivational interviewing) and core concepts of relapse prevention techniques are major focuses.

Prerequisites: PPSY 511, PPSY 513 and PPSY 514

PPSY 525, Crisis and Trauma in Community Mental Health, 3 Units

This course prepares students in the understanding and treatment of child abuse, domestic violence, and trauma. Content includes detection, assessment, and intervention strategies. Awareness of resiliency factors and their application to client recovery is addressed. Target populations include survivors, perpetrators, and those experiencing co-morbid disorders. Attention is paid to understanding the issues of diversity and its impact on client welfare, including elder abuse, same-gender abuse, and ethnic differences. This course also presents the challenges of accessing resources in community mental health. Guest speakers/consumers are invited. This course meets the domestic violence and child abuse requirements for MFT and LCSW licensure in California.

PPSY 531, Moral Identity Formation and Psychotherapy, 3 Units

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, Christian Spiritual Formation and Psychotherapy, 3 Units

This course will provide an historical overview of Christian Spirituality, which is understood as ways of expressing devotion to God. As background for discussion of Christian Spiritual Formation, a holistic philosophical/theological model of persons will be presented along with an overview of spiritual disciplines as methods utilized to actively engage the Christian formation process. Examples of psychotherapy models that integrate Christian theology, spirituality with existing psychology theoretical and clinical models will be presented and discussed. Opportunities for synthesis, application, and creative development of ideas are all part of the course content and process.

PPSY 534, Interdisciplinary Integration and Psychotherapy, 3 Units

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 Units

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 Units

This course reviews human sexuality as a basis for sex therapy. Students examine and evaluate biological, psychological, social, and moral perspectives of the theories of sexual development and functioning, including issues of heterosexuality, homosexuality, gender identity, and transgender. In addition, students survey literature on sexual dysfunction, develop diagnostic skills for assessing the nature and extent of sexual dysfunction, and learn treatment strategies utilized in the various systems of marriage and sex therapy.

PPSY 555, Career Development Theories and Techniques, 3 Units

This course provides a comprehensive review of career development theory, as well as resources and techniques utilized in assisting individuals to make informed educational and career choices. An exploration of changing concepts of work and careers and their implications for career counseling is emphasized. A focus on the relationship of career to other issues in counseling is addressed.

PPSY 557, Couples Therapy, 3 Units

This course provides instruction on current theories and methods of couples/marriage therapy. Students gain basic knowledge in the application, assessment, and interventions of several theoretical models and are introduced to psychological instruments used in couples therapy. Emphasis is placed on how couples therapy attends to diversity issues such as ethnicity, spirituality, and cultural considerations within the clinical setting. Legal and ethical issues pertaining to couples therapy are integrated into treatment considerations.

PPSY 558, Advanced Developmental Psychology, 3 Units

The purpose of this course is to help students learn to utilize a lifespan perspective in their work as marriage and family therapists. The course focuses on the important developmental issues and milestones for each stage of the lifespan, paying particular attention to the aspects of context, culture, and environmental issues. Students are encouraged to consider how development occurs within a specific social context and learn how social stress, poverty, low educational attainment, abuse and neglect, and inadequate housing impact development. Biological, social, and psychological aspects of aging and long-term care are included in this course. Models of psychological development are presented and the processes of change and adaptation are examined, including clinical issues such as grief and loss. The clinical application of the material is highlighted through case examples, group discussion, and hands-on application during class activities.

Prerequisite: Human Development or equivalent

PPSY 561, Child and Adolescent Therapy, 3 Units

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 Units

This course reviews the role and categories of psychopathology utilized in the assessment and treatment of individual, marriage, and family dysfunction. Students develop diagnostic skills through a master of the concepts in the Diagnostic and Statistical Manual of Mental Disorders (DSM 5), and review available community resources for those with severe mental disorders.

PPSY 571, Family Therapy, 3 Units

This course is an overview of current theories and methods of family therapy interventions. There is an emphasis on how family therapy integrates diversity issues (e.g., ethnicity, socioeconomic status, spirituality, blended families) during the clinical hour. The major theories, their founding clinicians, and some of their contemporaries are reviewed. Clinical application of the material is emphasized in coursework.

PPSY 572, Research Methodology, 3 Units

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 Units

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 Units

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 Units

This course is designed to further develop the psychotherapeutic skills of students prior to their entry into a clinical placement. Students focus on developing proficiency in the core interviewing qualities, deriving goals for a clinical session, and in making contracts with clients for change. Additionally, students are encouraged to begin developing a theoretical and conceptual understanding of cases, and trained to work with diverse populations. Students are also encouraged to address issues regarding the integration of their faith with the practice of psychotherapy. These goals are addressed through experiential learning, lecture, readings, discussion, and reflection.

Prerequisite: PPSY 580

PPSY 582, Group Skills, 3 Units

This course introduces students to the theories and techniques utilized in group counseling. The course includes information about principles of group dynamics, group process, and developmental stages. Students explore the therapeutic factors of group work and group leadership style. Content also includes current research and literature, methods, and evaluation of effectiveness. Ethical, legal, and professional issues as well as special needs such as multiculturalism, life-span development concerns, and the therapist's personal leadership style are addressed.

Prerequisites: PPSY 580 and PPSY 581

PPSY 585, Psychobiology and Psychopharmacology, 3 Units

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 592, Introduction to Clinical Placement, 1 Unit

This course is designed to support and equip students with entry level practice management skills for clinical placement within community mental health and private practice settings. Students will develop knowledge and gain practice in identifying diagnoses, presenting problems, documentation and treatment planning. This course will also provide program oversight of students' clinical placement experience.

Prerequisites: PPSY 580 and PPSY 581

PPSY 593, Clinical Consultation, 1 Unit

This course is designed as an adjunct to the advanced-level students' clinical placement and supervision experiences. The primary purpose of this course is to provide an opportunity for students to discuss their clinical caseload, and to provide program oversight of clinical placement experience.

Prerequisites: PPSY 597, PPSY 598, and current placement in a clinical site

PPSY 595, Special Topics, 1-6 Units

Special topics courses offer graduate-level content that is typically scheduled in an intensive format. These courses include a range of specialized topics that are of interest to mental health professionals. The unit values of these courses range from 1-6 unit credits, depending upon the specific contact hours and workload involved in the course.

PPSY 597, Clinical Placement I, 3 Units

This course provides oversight of students' clinical placement and supervision experiences. The course focuses on enhancing students' clinical skills and knowledge of the interpersonal process of psychotherapy. Special attention is given to case management issues, documentation, community-based resources, health promotion, legal and ethical issues, and treatment planning. Treatment planning, from the perspective of the recovery model and other theoretical approaches, includes instruction and practice in determining the presenting problem, diagnosis, prognosis, client goals, and clinical interventions. Clinical skills, the processes of psychotherapy and supervision are addressed through experiential learning, readings, discussion, reflection and assignments. This course also provides students with a forum for discussing their clinical caseload (individuals, children, couples, families, and groups) and their interaction with placement supervisors. Students must be serving at an approved training site to be enrolled in this course.

PPSY 598, Clinical Placement II, 3 Units

This course is an adjunct to the student's clinical placement. It builds on PPSY 597 to provide oversight and consultation for the student's clinical placement, and the further development of clinical skills. The course focuses on management of crisis issues, legal/ethical practice, diagnosis, prognosis, multicultural treatment, treatment planning, application of theory to actual clients, integration, and case management services. Clinical work is discussed from a public mental health and private practice perspective. The final evaluative component of the MFT program, the clinical comprehensive exam, is taken at the conclusion of this course. Students must be serving at an APU-approved training site to be enrolled in this course.

Prerequisite: PPSY 597

PPSY 700A, Theories of Personality and Psychotherapy, 3 Units

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 in a blended learning format (both face-to-face and online instruction) through lectures, videotapes, reflection, application via clinical case presentations, and experiential learning. The course also highlights cultural and spiritual diversity as it applies to the therapeutic process and awareness of the self, interpersonal issues, and spiritual values as they impact the use of theoretical frameworks. This course is taken during the first year of the doctoral program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts and skills introduced in this course.

PPSY 700B, Moral Identity Formation and Psychotherapy, 3 Units

This course presents philosophical and ethical perspectives integral to the understanding of the contemporary psychologies. Students learn how to analyze the ethical bias of the psychotherapeutic psychologies and to identify their underlying philosophical assumptions. This course is taken during the first year of the doctoral program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

PPSY 700C, Psychopathology, 3 Units

This course reviews the role and categories of psychopathology utilized in the assessment and treatment of individual, marriage and family dysfunction. Students develop their diagnostic and analytical skills through a mastery of the concepts in the Diagnostic and Statistical Manual of Mental Disorders 4th Edition Text Revision (DSM-IV-TR). This course is taken during the first year of the doctoral program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

PPSY 700D, Introduction to Clinical Practice: Basic Skills, 3 Units

This course provides students with an introduction to the skill and the art of psychotherapy. The course incorporates didactic instruction, experiential learning, readings, and reflection in order to meet this course objective. This course is taken during the first year of the doctoral program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

PPSY 700E, Advanced Developmental Psychology I, 2 Units

This course is part of a two-course sequence that helps students learn to utilize a life-span perspective in their work as clinical psychologists. This course reviews important developmental issues and milestones from infancy through adolescence, paying particular attention to context, culture, and environmental issues. Students are encouraged to consider how development occurs within a specific social context and learn how social stress, poverty, low-education attainment, abuse and neglect, and inadequate housing impact development. Biological, social, and psychological aspects of development are included in this course. Models of psychological development are presented, and the processes of change and adaptation are examined, including clinical issues such as grief and loss. Clinical application of the material is highlighted through case examples, group discussion, and hands-on application during class activities. This course is taken during the first year of the Psy.D. program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

PPSY 700F, Diversity I: Multiculturally Responsive Attitudes and Knowledge, 3 Units

This course provides an introduction and overview to Multicultural Responsiveness within the context of the psychotherapeutic relationship and through the development of the counselor/therapist. Self-awareness of one's own cultural values and biases, awareness of the patient's worldview, and the application of culturally appropriate intervention strategies are all emphasized. This course will address the cultural dimensions of race/ethnicity, socioeconomic status, gender, sexual orientation, age, mental/physical disabilities, and religion/spirituality. The course will combine didactic and experiential elements of instruction in order to promote student growth and professional development regarding cultural diversity and the practice of psychotherapy.

PPSY 700G, Christian Spiritual Formation and Psychotherapy, 3 Units

This course will provide an historical overview of Christian Spirituality, which is understood as ways of expressing devotion to God. As background for discussion of Christian Spiritual Formation, a holistic philosophical/theological model of persons will be presented along with an overview of spiritual disciplines as methods utilized to actively engage the Christian formation process. Examples of psychotherapy models that integrate Christian theology, spirituality with existing psychology theoretical and clinical models will be presented and discussed. Opportunities for synthesis, application, and creative development of ideas are all part of the course content and process.

PPSY 700H, Assessment I, 3 Units

This course gives students a broad understanding of the psychometric principles related to psychological assessment. This course is the first in a sequence of assessment courses that are continued in the doctoral program, and, therefore, has specific emphases necessary to provide a foundation for a psychologist's knowledge base in assessment. Special emphasis is placed on understanding the science of psychological assessment, including an introduction to descriptive statistics, reliability, validity, and item analysis. Structuring a basic assessment battery, conducting clinical interviews and the use of psychological tests in diverse contexts is also addressed. This course is taken during the first year of the doctoral program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

PPSY 700I, Systems II: Family Therapy, 3 Units

This course consists of an overview of current theories and methods of family intervention. The systems approach is emphasized, though psychodynamic and communication concepts in the interpersonal field are also included. The major theorists in each system are identified and their techniques demonstrated.

Prerequisite: PPSY 711

PPSY 700J, Introduction to Clinical Skills: Advanced Skills, 3 Units

This course provides an introduction to the clinical world of the psychologist. 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 gives students an opportunity to role play and receive feedback concerning their skills. This course is taken during the first year of the doctoral program and is foundational to the curriculum; as such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

Prerequisite: PPSY 700D Intro to Clinical Skills: Basic Skills

PPSY 700K, Interdisciplinary Integration and Psychotherapy, 3 Units

With moral and spiritual maturity as a primary focus, students apply interdisciplinary integrative strategies to the clinical setting using perspectives gained from biblical, theological, and psychological frameworks. This course is taken during the first year of the doctoral program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

PPSY 701, Clinical Practicum I: Professional Practice and an Introduction to Case Conceptualization, 2 Units

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 702, Legal and Ethical Competence for Psychologists, 3 Units

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 703, Psychological Theories: Psychoanalytic/Psychodynamic, 2 Units

Using primary and secondary sources, this survey course provides an overview of the history of psychoanalytic thought from Freud to the present. Prominent theorists and movements within psychoanalytic history will be featured, with an emphasis on central concepts such as: key theoretical concepts, theory of development, philosophy/structure of mind, theory of psychopathology, theory of treatment/change. Empirical support for the efficacy of psychodynamic psychotherapy will be presented. Key movements in the consideration of religion and spirituality within psychoanalysis will also be discussed.

PPSY 704, Psychological Theories: Cognitive and Behavioral, 2 Units

Students will learn the cognitive and behavioral research and theory that underpin evidence-based cognitive-behavioral interventions. Cognitive and behavioral research and theory will be examined in the context of specific populations and disorders. Students will develop a basic understanding of the efficacy of cognitive-behavioral therapy as a psychotherapeutic treatment modality.

PPSY 705, Psychological Theories: Group, 2 Units

This course provides an introduction to the theory and practice of group psychotherapy. Students explore several prominent group therapy models and develop some clinical competency in group therapy.

PPSY 707, Clinical Interventions: Psychodynamic, 2 Units

Students will learn an empirically supported model of time limited psychodynamic psychotherapy. This course will include both conceptual/theoretical underpinnings as well as clinical application. Ideally, students are currently in a clinical setting where this modality may be utilized. Consultation on cases will be provided to students in the course.

PPSY 709, Clinical Interventions: Group, 2 Units

This course introduces students to the practice of group psychotherapy. Students explore several prominent group therapy models and develop some clinical competency in group therapy.

Prerequisite: PPSY 705

PPSY 710, Clinical Interventions: Postmodern, 2 Units

In this course, students learn conceptual, perceptual, and executive skills of postmodern interventions, including solution-focused brief therapy. Students develop a better understanding of how postmodern interventions, including solution-focused brief therapy, enhance the treatment of clients.

PPSY 711, Psychology and Systems Theory, 3 Units

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 Units

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 Units

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: Cognitive Assessment, 4 Units

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 is 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 Units

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 Units

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 Units

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 Units

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 Units

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 720, Clinical Consultation, 1 Unit

This course is designed as an adjunct to the PsyD students' clinical placement and supervision experiences. The primary purpose of this course is to provide an opportunity for students to discuss their clinical caseload, and to provide department oversight of clinical placement experience. This series of courses are 1 unit consultation courses that allow DGP faculty to be a resource to PsyD students while they are receiving clinical training at practicum sites. This course is required every semester students are on practicum.

Corequisite: Clinical training at a practicum site

PPSY 721, Addictive Behaviors, 2 Units

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 Units

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 Units

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, Systems IV: Couples Theory and Therapy, 3 Units

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 Units

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 Units

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 Units

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 Units

This course provides an on-campus forum for review of clinical experience at a practicum site. Focus is on detection, assessment, and intervention strategies for spousal or partner abuse and meets the California requirements for training in this area. Students must pass a competency examination in domestic violence to complete this course. Students consider the conceptualization of clinical cases and are evaluated on the development of increased skill in the practice of psychology.

PPSY 729, Treatment Planning, 1 Unit

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 Units

This course studies current information on cognition and cognitive processes. The relationship of contemporary understandings of cognition to the practice of psychotherapy is considered.

PPSY 731, Dissertation Development, 1 Unit

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 732, Child and Adolescent Psychology, 3 Units

This course is designed to give students a broad understanding of clinical child and adolescent psychology. This course will mainly emphasize diagnosis and treatment of common childhood and adolescent psychiatric disorders. This course will utilize a developmental psychopathology model; therefore, both protective factors and risk factors for children and adolescent mental health will be covered. The course will highlight empirically validated treatments in work with children and adolescents; however, general treatment approaches will also be discussed.

PPSY 733, Spiritual Narrative in Psychotherapy, 2 Units

This course provides a forum for exploration and discussion of spirituality in psychotherapy. Of particular import is the student's spirituality and how this experiential foundation affects, and is affected by, the spirituality of the patient. This course is not about techniques or particularly explicit interventions; it is about developing a deepening awareness and experience of personal spirituality, reflecting on how this may be a resource in psychotherapy, and enlarging the capacity to contain and respond to spirituality in the clinical context. This course combines didactic and experiential elements of instruction in order to promote student growth and professional development regarding spirituality and the practice of psychotherapy.

PPSY 734, Gerontology, 2 Units

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 Units

This course covers current perspectives on adolescent development, psychopathology, and psychotherapy. Traditional and recent models of adolescent development are reviewed. DSM-IV criteria for disorders that relate especially to adolescents are reviewed and therapeutic interventions studied. Special attention is given to models that recognize systemic factors in the etiology and treatment of adolescent issues. Students learn to administer and interpret at least one assessment device for adolescents (e.g., MMPI-A, MACI).

PPSY 736, Social Ethics and Psychotherapy, 3 Units

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 Units

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 Units

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 Units

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 Units

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 742, Diversity II: Historical and Current Causes of Systemic Differences and Oppression, 3 Units

This course examines the historical legacy, events, and circumstances that have led to structural and systemic policies that have advantaged certain populations and people groups over others in the United States. As the second in a sequence of four diversity courses, the focus of this course is upon equipping students to understand the impact of historical events on their clients' lives and learning how to consider the historical context in psychotherapy.

Prerequisite: PPSY 700F

PPSY 744, Supervision in Clinical Psychology, 2 Units

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 Unit

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 Unit

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 Unit

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 Unit

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 Unit

This is a one-year professional internship at an external site approved by the Clinical Training Committee. Students register for internship during the fall and spring semesters.

Prerequisites: Completion of all Psy.D. curriculum and practicum requirements; pass the Clinical Competency Exam; and approval to apply for internship from the Clinical Training Committee (Students who opt to take a half-time, two-year internship must register for this course both years.)

PPSY 752, Predoctoral Internship, 0 Units

This is a one-year professional internship at an external site approved by the director of clinical training of internship. Students register for this course during the fall, spring, and summer semesters while on internship.

Prerequisites: Completion of all Psy.D. curriculum and practicum requirements; successful passing of the Clinical Competency Exam; and approval to apply for internship by director of clinical training for internship. With approval from the director of clinical training for internship, students who opt to take a two-year half-time internship must register for this course both years.

PPSY 753, Moral and Spiritual Identity Formation in the Family, 3 Units

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 Units

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 Unit

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 Unit

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 Units

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 Units

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 Units

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 Units

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 Unit

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 Unit

This course provides an on-campus forum for the review of the clinical practicum experience. The course addresses clinical skills, case management, legal and ethical issues, and the processes of the practice and supervision of psychology. This course aims to provide an ongoing learning experience for students who desire or need to pursue an additional year of training beyond the required CP I-VI sequence. Readings and lectures are intended to further enhance skills of assessment and clinical intervention.

PPSY 763, Psychodynamic Systems of Psychotherapy I, 2 Units

This seminar-style course is the first in a three-course sequence on psychodynamic systems of psychotherapy, which provides instruction and training in psychodynamic approaches to personality, psychopathology, and psychotherapy. This first course includes a review of major theorists and theories from Freud (classical analysis) to Kohut (self-psychology), focusing particularly on the British Middle School's (Fairbairn, Guntrip, and Winnicott) distinctive contributions to this spectrum of theories and therapies. Particular attention is given to the evolution from drive to relationship as primary motivation for human development and from individual to interpersonal intrapsychic systems frameworks. Implications for the understanding of religious experience from the perspective of these psychodynamic frameworks is also explored.

PPSY 764, Psychodynamic Systems of Psychotherapy II, 2 Units

This seminar-style course is the second part of a three-course sequence, following the review of the British Middle School's unique contributions to theory and technique, and elaborates upon the distinction between one-person, two-person, and contextual psychotherapies. This course provides advanced instruction and training in contemporary psychodynamic approaches to personality and psychotherapy and highlights the systemic theory that undergirds their development. An in-depth exploration of relational psychoanalysis that diverges from traditional psychoanalytic assumptions by considering contextual daily interactions and broader social and cultural dynamics, is presented. Extensive clinical material is used to illustrate how relational thinking explores the interface between mother-infant research, dynamic systems theory, trauma research, family therapy, and social learning theory, all of which are powerfully contextual in nature. In addition, implications for understanding spirituality from within this tradition are considered.

Prerequisite: PPSY 763

PPSY 765, Psychodynamic Systems of Psychotherapy III, 2 Units

This seminar-style course is the third in a three-course sequence on psychodynamic systems of psychotherapy, which provides instruction and training in psychodynamic approaches to personality, psychopathology, and psychotherapy. This third course focuses on synthesis and consolidation of understanding regarding the spectrum of psychodynamic theories and therapies with particular attention to demonstrated clinical competency, and pays particular attention to how psychodynamic theory interfaces with social issues, life transitions, faith, and film and literature.

Prerequisite: PPSY 764

PPSY 770, Introduction to Forensic Psychology, 2 Units

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 Units

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 Units

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 Units

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 774, Assessment II: Personality, 3 Units

This course provides a review of the fundamentals of psychological assessment: the administration, scoring, and interpretation of self-report instruments for the clinical assessment of personality and professional report writing. Primary instruments studied will include the Minnesota Multiphasic Personality Inventory-2 (MMPI-2), MMPI-2-RF, Millon Clinical Multiaxial Inventory IV, Personality Assessment Inventory (PAI), NEO-Personality Inventory-3 (NEO-PI-3), Sixteen Personality Factor Questionnaire (16PF) and Beck Inventories.

Prerequisite: PPSY700H

PPSY 775, Assessment IV: Integrated Report Writing, 3 Units

This course focuses on the art and science of psychological assessment and report writing. Consistent with the assessment competence of the APA, this course is intended as a capstone or final, culminating course occurring at the conclusion of the assessment sequence. It provides students with the tools to refine report-writing skills, with a focus on conducting clinical interviewing, test selection, and third-party collaborative interviews, and learning to write integrated, clear, useful psychological reports.

Prerequisites: PPSY 700H, PPSY 774, PPSY 774

PPSY 779, Advanced Developmental Psychology II: Early Adulthood through Late Adulthood, 2 Units

This course is part of a two course sequence that aims to help students learn to utilize a lifespan perspective in their work as clinical psychologists. This course reviews important developmental issues and milestones from early adulthood through late adulthood, paying particular attention to context, culture, and environmental issues. Students are encouraged to consider how development occurs within a specific social context and learn how social stress, poverty, low-education attainment, abuse and neglect, and inadequate housing impact development. Biological, social, psychological aspects of development are included in this course. Models of psychological development are presented, and the processes of change and adaptation are examined, including clinical issues such as grief and loss. The clinical application of the material is highlighted through case examples, group discussion, and hands-on application during class activities. This course is taken during the first year of the doctoral program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

PPSY 780, Object Relations Theory and Therapy, 2 Units

This course provides advanced instruction and training in object relations approaches to personality and psychotherapy. This seminar-style course includes a review of the British Middle School's distinct contributions to personality theory, the primary object relations' models of personality, and contemporary clinical applications of this theory. Implications for the understanding of religious experience from within this theoretical and clinical framework are also explored.

PPSY 781, Interpersonal Theory and Psychotherapy, 2 Units

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 & Advanced MCMI-III, 2 Units

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 Units

This course provides a continuation of the skills and techniques learned in Supervision in Clinical Psychology. Focus is on application of supervisory skills such as parallel process, setting boundaries, determining the difference between content and process issues, and evaluation of students supervised. Course participants provide supervision to Pre-Psy.D. students in their first practicum experience.

Prerequisite: PPSY 744

PPSY 784, Phenomenology of Presence, 2 Units

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 Units

Based on the research conducted by scholars in the disciplines of theology and psychology on the unique experiences of women, this seminar course provides an introduction to the literature in women's issues from both a psychological and theological perspective. Through readings, discussion, research, and introspective writing, students explore the work of well-known scholars and begin to explore connections between the work of biblical scholars, historical theologians, and psychologists looking at women's experiences. Students are also given opportunities to apply their learning to their own spiritual and psychological development.

PPSY 786, Global Psychology, 2 Units

This course provides a systematic overview of existing approaches to working globally. Theory, research, and intervention are highlighted, and the history of globalization, current trends, and common problems and issues are examined. Students are encouraged to develop their clinical skills in applying psychology to significant global concerns in diverse countries and cultures and practically apply their knowledge during an intensive, three-week practicum in Kenya, East Africa.

PPSY 787, Dissertation Continuation, 0 Units

This course is for students who have completed Dissertation I-VI and have not yet defended their dissertation. Students are expected to meet regularly with their dissertation chair; to complete specific goals, objectives, and tasks; and to demonstrate satisfactory progress toward completion of their dissertation. Students (including those who have not yet completed their dissertation after proceeding to internship and/or completing internship) enroll in this course until the dissertation is successfully defended and the final document is submitted for the required APA editing process and APU's publications approval.

Prerequisites: Dissertation I-VI

PPSY 795, Dissertation Continuation, 3 Units

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, 1-6 Units

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 799, Readings in Psychology, 1-4 Units

Faculty

Chair

Marjorie Graham-Howard (<http://www.apu.edu/bas/faculty/mlhoward>), Ph.D.

Director, Psy.D. Program

Samuel Girguis (<http://www.apu.edu/bas/faculty/sgirguis>), Psy.D.

Director of Clinical Training (Internship)

Ted Scott Bledsoe (<http://www.apu.edu/bas/faculty/tsbledsoe>), Psy.D.

Professors

Marjorie Graham-Howard (<http://www.apu.edu/bas/faculty/mlhoward>), Ph.D.

Loren Martin (<http://www.apu.edu/bas/faculty/lamartin>), Ph.D.

David Brokaw (<http://www.apu.edu/bas/faculty/dbrokaw>), Ph.D., ABPP

Joy Bustrum (<http://www.apu.edu/bas/faculty/jbustrum>), Psy.D.

Stephen Cheung (<http://www.apu.edu/bas/faculty/scheung>), Psy.D.

Marv Erisman (<http://www.apu.edu/bas/faculty/merisman>), Ph.D.

Theresa Clement Tisdale (<http://www.apu.edu/bas/faculty/tctisdale>), Ph.D., Psy.D.

Associate Professors

Ted Scott Bledsoe (<http://www.apu.edu/bas/faculty/tsbledsoe>), Psy.D.

Holli Eaton (<http://www.apu.edu/bas/faculty/heaton>), Psy.D.

Katharine Putman (<http://www.apu.edu/bas/faculty/kputman>), Psy.D.

Assistant Professors

Samuel Girguis (<http://www.apu.edu/bas/faculty/sgirguis>), Psy.D.

Charles Chege (<http://www.apu.edu/bas/faculty/cchege>), Psy.D.

Faculty Emeriti

Sheryn T. Scott (<http://www.apu.edu/bas/faculty/sscott>), Ph.D.

Doctor of Psychology in Clinical Psychology

APU's Doctor of Psychology (Psy.D.) in Clinical Psychology is a professional doctorate that identifies 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 Goal

The Psy.D. program at Azusa Pacific University has developed a unifying goal to guide the mission of the program: Cultivate culturally competent practitioner-scholars who are equipped to serve a wide range of clients with a special emphasis in systems thinking, diversity, and the integration of faith/spirituality and practice.

APU's Psy.D. program utilizes a competency-based training model consistent with the 2009 revision of the APA Commission on Accreditation's *Guidelines and Principles for Accreditation of Programs in Professional Psychology*. The National Council of Schools and Programs of Professional Psychology has identified **seven core objectives/competencies**:

1. Relationship
2. Assessment
3. Intervention
4. Research
5. Diversity
6. Consultation
7. Supervision

The Seven Core Objectives/Competencies of the Psy.D. Program ¹

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 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:

Objective 1: Develop the capacity to maintain a constructive working alliance with clients. *Relationship* is informed by psychological knowledge of self and others. In the development of the relationship objective/competencies, 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, direct observation, and feedback by peers and experts is essential in the development of the relationship objective/competencies.

- Competency/student learning objective 1a: Ability to form therapeutic relationships with client
- Competency/student learning objective 1b: Ability to demonstrate empathy, genuineness, and nonpossessive warmth
- Competency/student learning objective 1c: Ability to maintain appropriate boundaries and awareness of countertransference

Objective 2: Acquire the knowledge, skills, and attitudes necessary to conduct effective psychological assessments. *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.

- Competency/student learning objective 2a: Knowledge of standardized psychological tests
- Competency/student learning outcome 2b: Knowledge of legal and ethical principles and guidelines involved in assessment and knowledge of potential courses of action
- Competency/student learning outcome 2c: Ability to write an integrated report and give feedback

Objective 3: Acquire the knowledge, skills, and attitudes necessary to conduct effective psychotherapy. *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.

- Competency/student learning outcome 3a: Knowledge of theory and its application in personality, psychopathology, change processes, and the interaction and influences of social, environmental, cultural, and physiological factors
- Competency/student learning outcome 3b: Awareness of and compliance with legal requirements of practice (e.g., mandated reporting, confidentiality rules) and the APA Ethical Principles of Psychologists and Code of Conduct
- Competency/student learning outcome 3c: Ability to use diagnostic nomenclature in diagnosis and formulation of treatment plans
- Competency/student learning outcome 3d: Ability to relate to clients of different ethnic, racial, cultural, religious, or sexual orientations from him/herself
- Competency/student learning outcome 3e: Understanding of the therapeutic process within a given theoretical orientation
- Competency/student learning outcome 3f: Flexibility in the use of intervention techniques appropriate to needs of client

Objective 4: Demonstrate the ability to critically evaluate research and conduct research in applied settings. *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 is needed for psychologists to develop in this area.

- Competency/student learning objective 4a: Ability to critically evaluate clinical research
- Competency/student learning objective 4b: Evaluate, conduct, and use clinical research in compliance with ethics guidelines

Objective 5: Provide psychological services that integrate a deep understanding of individual and cultural differences and issues of power, privilege, and oppression. *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.

- Competency/student learning outcome 5a: Knowledge of theory and its application of the following concepts: multiple identities; power, oppression and privilege; and individual and cultural differences
- Competency/student learning outcome 5b: Provide culturally competent services, and understand and implement ethical issues pertinent to individual and cultural differences
- Competency/student learning outcome 5c: Knowledge and awareness of self with respect to personal cultural identity and impact of this on clinical practice

Objective 6: Demonstrate the knowledge and abilities necessary to engage in consultation and education services. *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.

- Competency/student learning outcome 6a: Knowledge of evidence-based theories, models, and interventions related to consultation and education
- Competency/student learning outcome 6b: Ability to develop consultative and educational relationships

Objective 7: Acquire the knowledge, skills, and attitudes necessary to engage in management and supervision. *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.

¹

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.

Psy.D. Program's Special Emphases

In addition to the seven core objectives/competencies developed by NCSP, the Psy.D. program at APU has identified **three areas of special emphasis**:

1. Diversity
2. Systems Thinking
3. Integration of Faith/Spirituality and Practice

Diversity

The Psy.D. program has a strong commitment to individual and cultural diversity and is committed to creating an inclusive and positive environment for diverse students and faculty, and the development of competency in serving diverse populations. Diversity competence is interwoven throughout every course; additionally, there are specific courses that focus on developing diversity competency. In addition to coursework, the Psy.D. program sponsors a student-run diversity committee that is focused on addressing diversity issues in the program through forums, guest speakers, and trainings.

Systems Thinking: 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. The Psy.D. program's 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. The Psy.D. program strives to equip students to think systemically and apply systemic analysis to clinical situations.

Integration of Faith/Spirituality and Practice: Interdisciplinary Integration

Azusa Pacific University has a strong Christian heritage and commitment to integrating evangelical Christian thought into university programs. The Psy.D. expresses this heritage and commitment through an emphasis on the integration of psychology with ethics, theology, and spiritual formation. Students are encouraged to explore the role and importance of moral and spiritual identity formation in the process of psychotherapy. The Psy.D. program also has a strong commitment to open enrollment. As such, individuals from any religious or nonreligious tradition may be admitted to the Psy.D. program. However, it is important for prospective students to recognize that coursework and training are 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.

Admissions

APU graduate admission and program acceptance requirements must be met before an application is complete (see the Graduate Admission to the University (p. 13) section of this catalog). Learn more (<http://www.apu.edu/bas/graduatepsychology/psyd/admission>) about program-specific application requirements.

Application Deadline

The application deadline is January 15. Students who apply prior to this date will be given priority consideration for admission.

Interview Process, Acceptance, and Deposit

Upon invitation, Psy.D. applicants complete an interview with at least one member of the Psy.D. faculty. The purpose of the interview is to determine the applicant's potential for success in the Psy.D. program. Applicants who are accepted into the Psy.D. program are notified after the interview process. Upon notification of admission, applicants must confirm intent to attend in writing to the department by April 15. A \$500 deposit is also required by April 15. Please note that 100 percent of the deposit is applied toward tuition.

Psy.D. Doctoral Assistantships

Funds are allocated to provide four teaching-research assistantships (TRAs) for each academic cohort. Students may apply for the assistantship during the first year of their Psy.D. program. TRAs receive 25 percent tuition remission plus an annual stipend of \$3,125. TRAs must provide 8 hours of service per week in the Department of Clinical Psychology during September through June of the academic year. The department chair (or designee) determines the roles and responsibilities of the TRAs. 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.

TRAs will be reviewed annually and must meet minimum standards to continue the assistantship. This review is intended to guarantee that persons awarded an assistantship will continue to evidence the qualities that led to their original selection. Minimum standards for continuation include maintaining good standing throughout all aspects of the program, including maintenance of a 3.5 GPA, sufficient progress on dissertation, positive evaluations from clinical training sites, willingness to receive constructive criticism regarding performance of tasks, demonstrated remediation of performance deficits that have been formally identified to the student by the directors of the Psy.D. program and M.A. program, department chair, and/or the designated supervisor, and continued ability to be available on a schedule that meets the needs of the department.

Any student who has been awarded an assistantship and who has received tuition remission is responsible to repay the amount equal to the tuition remission if the student withdraws from the Psy.D. program prior to graduation. Such students may work with Student Financial Services to arrange a repayment plan for the loan balance. The annual stipend is exempt from this repayment requirement (it is considered remuneration for service).

Curriculum

The Psy.D. curriculum is 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. 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. Cultural and individual diversity perspectives are woven into courses across the curriculum. In addition, all of the courses incorporate a systemic perspective on psychology. The coursework also includes interdisciplinary courses that integrate ethics, theology, and psychology—issues relevant to Christian faith—where appropriate.

The Psy.D. curriculum is composed of 125 units of required courses plus 8 units of elective courses for a total of 133 units. Psy.D. students may apply for a Master of Arts in Clinical Psychology en route to the Psy.D., after completing 57 units in the Psy.D. and attendance at a child abuse workshop. Note: The Master of Arts in Clinical Psychology is a nonlicensable degree.

Certain courses or mandatory seminars may be scheduled for Saturdays. Attendance at these courses or seminars is required to fulfill degree requirements.

| Code | Title | Units |
|-----------|---|-------|
| PPSY 700B | Moral Identity Formation and Psychotherapy | 3 |
| PPSY 700C | Psychopathology | 3 |
| PPSY 700D | Introduction to Clinical Practice: Basic Skills | 3 |
| PPSY 700E | Advanced Developmental Psychology I | 2 |
| PPSY 700F | Diversity I: Multiculturally Responsive Attitudes and Knowledge | 3 |
| PPSY 700G | Christian Spiritual Formation and Psychotherapy | 3 |
| PPSY 700H | Assessment I | 3 |
| PPSY 700I | Systems II: Family Therapy | 3 |
| PPSY 700J | Introduction to Clinical Skills: Advanced Skills | 3 |
| PPSY 700K | Interdisciplinary Integration and Psychotherapy | 3 |
| PPSY 701 | Introduction to Clinical Practicum and Professional Practice | 2 |
| PPSY 702 | Legal and Ethical Competence for Psychologists | 3 |
| PPSY 703 | Psychological Theories: Psychoanalytic/Psychodynamic | 2 |
| PPSY 704 | Psychological Theories: Cognitive and Behavioral | 2 |
| PPSY 705 | Psychological Theories: Group | 2 |
| PPSY 706 | Psychological Theories: Postmodern | 2 |
| PPSY 711 | Psychology and Systems Theory | 3 |
| PPSY 714 | Assessment III: Cognitive Assessment | 4 |
| PPSY 716 | Family Psychology | 3 |
| PPSY 718 | History and Systems of Psychology | 3 |
| PPSY 719 | Social Psychology | 2 |
| PPSY 720 | Clinical Consultation (One unit course taken seven times) | 1 |
| PPSY 722 | Research Design I | 3 |
| PPSY 723 | Research Design II | 3 |
| PPSY 724 | Systems IV: Couples Theory and Therapy | 3 |
| PPSY 730 | Cognition | 2 |
| PPSY 731 | Dissertation Development | 1 |
| PPSY 732 | Child and Adolescent Psychology | 3 |
| PPSY 734 | Gerontology | 2 |
| PPSY 736 | Social Ethics and Psychotherapy | 3 |

| | | |
|---|---|----------|
| PPSY 739 | Psychobiology | 3 |
| PPSY 740 | Consultation in Clinical Psychology | 2 |
| PPSY 742 | Diversity II: Historical and Current Causes of Systemic Differences and Oppression | 3 |
| PPSY 743 | Diversity IV: Global Psychology | 3 |
| 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 749 | Health Psychology | 2 |
| PPSY 750 | Predocutorial Internship (Full-time, Predocutorial Internship: 2 semesters/1 unit each) | 1 |
| PPSY 752 | Predocutorial Internship (required to take 3 times) | 0 |
| PPSY 753 | Moral and Spiritual Identity Formation in the Family | 3 |
| PPSY 755 | Dissertation V | 1 |
| PPSY 756 | Dissertation VI | 1 |
| PPSY 757 | Psychopharmacology | 2 |
| PPSY 774 | Assessment II: Personality | 3 |
| PPSY 775 | Assessment IV: Integrated Report Writing | 3 |
| PPSY 788 | Diversity III: Diversity Responsiveness in Clinical Practice | 3 |
| Students must take two of the four Clinical Intervention courses | | 4 |
| PPSY 707 | Clinical Interventions: Psychodynamic | |
| PPSY 708 | Clinical Interventions: CBT | |
| PPSY 709 | Clinical Interventions: Group | |
| PPSY 710 | Clinical Interventions: Postmodern | |
| Take four two-unit elective courses | | 8 |
| PPSY 763 | Psychodynamic Systems of Psychotherapy I | |
| PPSY 764 | Psychodynamic Systems of Psychotherapy II | |
| PPSY 765 | Psychodynamic Systems of Psychotherapy III | |
| PPSY 766 | Consultation II: SYSTEMIC AND ORGANIZATIONAL CONTEXTS | |
| PPSY 767 | Consultation III: LEADERSHIP AND ORGANIZATIONAL ASSESSMENT | |
| PPSY 768 | Consultation IV: Interventional Strategies | |
| PPSY 770 | Introduction to Forensic Psychology | |
| PPSY 771 | Forensic Assessment | |
| PPSY 772 | Family Forensic Psychology I | |
| PPSY 773 | Family Forensic Psychology II | |
| PPSY 781 | Interpersonal Theory and Psychotherapy | |
| PPSY 783 | Advanced Supervision | |
| PPSY 786 | Global Psychology | |
| PPSY 735 | Adolescent Psychology | |
| PPSY 798 | Special Topics | |
| Dissertation Courses ¹ | | 0 |
| PPSY 787 | Dissertation Continuation | |
| PPSY 796 | Dissertation Continuation | |
| PPSY 797 | Dissertation Continuation | |

Total Units

133

¹ PPSY 787, 796, and 797 are required if a student has not successfully defended their dissertation by the beginning of the 4th year in the program. Continuous enrollment is required from that point until the student has successfully defended their dissertation.

See below for more information regarding the five-year academic plan versus the six-year academic plan.

Academic Probation and Disqualification

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. 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.

Electives

Students are required to take four elective courses in residency. Students may take miscellaneous electives in psychotherapy, integration, or assessment; other courses related to clinical psychology; or they may complete one of the elective concentrations described below.

Psychodynamic Systems of Psychotherapy Concentration

The psychodynamic systems of psychotherapy elective concentration provides an opportunity for students to learn a comprehensive model of personality, psychopathology, and psychotherapy that reflects the systemic epistemology of the doctoral program. This course sequence provides a historical overview of major psychodynamic systems of theory and therapy (from origins to the present). Each course focuses on key theorists, theoretical constructs, conceptualization and treatment planning, supporting research, and clinical demonstration and application. Students seeking a Certificate of Proficiency in Psychodynamic Systems of Psychotherapy must complete the three-course sequence of electives and a yearlong clinical practicum placement where students are permitted to provide psychodynamic psychotherapy to clients:

| | | |
|----------|--|---|
| PPSY 763 | Psychodynamic Systems of Psychotherapy I | 2 |
| PPSY 764 | Psychodynamic Systems of Psychotherapy II | 2 |
| PPSY 765 | Psychodynamic Systems of Psychotherapy III | 2 |

For more-detailed information, contact Theresa Clement Tisdale, Ph.D., at tctisdale@apu.edu.

Family Forensic Psychology Concentration

The family forensic psychology elective concentration provides an opportunity for students to pursue more-focused training in the specialty area of forensic psychology. This concentration strives to prepare graduate students for competitive forensic psychology internships and postdoctoral training experiences. While completion of the certificate program does not guarantee placement in supervised training sites, it enhances the student's educational foundation in preparation for advanced training in forensic psychology. Students seeking the Certificate of Proficiency in Family Forensic Psychology must complete the four-course sequence of electives:

| | | |
|----------|-------------------------------------|---|
| PPSY 770 | Introduction to Forensic Psychology | 2 |
| PPSY 771 | Forensic Assessment | 2 |
| PPSY 772 | Family Forensic Psychology I | 2 |
| PPSY 773 | Family Forensic Psychology II | 2 |

For more-detailed information, contact Marjorie Graham-Howard, Ph.D., chair of the Department of Clinical Psychology, at mlhoward@apu.edu.

Students may focus their elective choices on other specialty areas such as Consulting Psychology. See an advisor for more information.

Academic Advising

In addition to the advisement by the program director and the directors of clinical training, each student selects a dissertation committee chair during his or her first year in the program who also serves as the student's academic advisor.

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 program evaluates multiple domains of student training beyond that of academic success. Other areas of evaluation that are expected competencies of professional psychologists include 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, the program manual, and the dissertation manual.

Five- and Six-Year Academic Plans and Time to Degree Completion

Five-Year Program

Participation in the full-time plan requires attending classes during the day or evening at least two days per week, plus occasional Saturday courses (usually four Saturdays in a year). An additional 15-20 hours per week minimum for practicum is required throughout the program.

Six-Year Program

Participation in the reduced-load-per-semester, six-year plan requires attending classes during the day or evening at least two days per week plus occasional Saturday courses (usually four Saturdays in a year). An additional 15-20 hours per week minimum for practicum is required in the first three years of the program or more, depending upon student progress.

Time to Degree Completion

Psy.D. students are permitted 8 years from the date of initial enrollment to complete all requirements. Extensions beyond the 8-year limit may be granted for students experiencing unusual circumstances, at the discretion of the department with approval from the dean of the School of Behavioral and Applied Sciences.

Other Degree Requirements for the Psy.D. program

Clinical Training

Clinical training is central to the practitioner-scholar (Psy.D.) model for educating clinical psychologists. Azusa Pacific's program is committed to assisting students in developing the essential knowledge base, attitudes, and therapeutic skills necessary to function as a clinical psychologist. In their clinical placements, students gain experience in a variety of clinical settings including inpatient/residential, child, outpatient, brief/managed care, and settings utilizing psychological assessment. Supervision is provided by the field placement sites as well as psychologists on the APU faculty.

Clinical training at the doctoral level involves three years of practicum and a full-time, yearlong internship (a limited number of two-year, half-time internships are available in some settings). Students entering the program with existing clinical training or licensure must still complete the program's clinical training sequence. Concurrent with their supervised external practicum, students participate in a one-unit Clinical Consultation course that provides input from faculty on the student's clinical and professional development. Students complete a minimum of 1,500 hours of clinical training, including supervision, direct client contact, and an assessment practicum.

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 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, 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.

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 program. APA membership provides many benefits, including subscriptions to the *Monitor on Psychology* and *American Psychologist*.

Internship

The 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. 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.

Quality Assurance in Clinical Placements

The director of clinical training (DCT) and the Clinical Training Committee have an ongoing responsibility to ensure that the 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 *California Board of Psychology Laws and Regulations*. 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. program is consistent with APA ethical and professional standards and training guidelines.

Evaluation of Clinical Training

The clinical training goals and objectives are integrated into the clinical practicum sequence and coordinated with the clinical courses in the 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, minicompetency 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 clinical supervisors, the directors of clinical training and program director, and the faculty. Although primarily verbal and situational, this kind of evaluation 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 Clinical Training Committee (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. This helps prepare the student for the Clinical Competency Exam, a cumulative evaluation of readiness for the predoctoral internship.

Students also evaluate their site experience and site supervisor at the end of each semester. These evaluations are submitted to the DCT and are used to ensure the quality of placement sites and on-campus supervision groups.

Clinical Competency Examination

As a final evaluation measure, each student must pass a Clinical Competency Exam. To prepare for the exam, students must complete required coursework, seminars, and clinical training. Upon completion of the above, students may apply to take the Clinical Competency Exam.

A student submits an example of his or her clinical work (case presentation, assessment, treatment plan, and a videotape of a psychotherapy session including process comments), along with his or her clinical portfolio (including supervisor evaluation, verification of practicum hours, list of assessments performed, curriculum vita, and conference presentations or published works), to a two-member faculty committee. The student presents a client case in which he or she has performed the initial assessment and course of therapy; an analysis of the client's psychological testing, if available; and a case summary, including theoretical orientation, legal and ethical issues in the case, treatment planning, empirically supported interventions, case management, and diversity issues. In addition, the student must respond to case vignettes illustrating various clinical issues. The purpose of this exam is to ensure that the student has developed the clinical competencies and requisite skills to begin an internship. Therefore, successful completion of the exam is required before applying to internship.

Dissertation

The Psy.D. program requires the successful proposing, conducting, and defending of a dissertation. Further details are provided in the Psy.D. Dissertation Handbook. Students are required to take the following courses as part of the dissertation process: PPSY 722 Research Design I; PPSY 723 Research Design II; PPSY 731 Dissertation Development, and six 1-unit dissertation courses (PPSY 745, 746, 747, 748, 755, 756). If, upon completion of these dissertation courses, a student has not yet defended their dissertation, they must enroll in a dissertation continuation course every semester until they successfully defend their dissertation and submit it to the APU Libraries for binding and publication.

Students are required to consult the APU Doctoral Programs Handbook for Style and Format Requirements for the year of their dissertation defense to determine specific deadlines for May graduation.

Minimum Levels of Acceptable Achievement (MLAs)

In order to successfully complete the Psy.D. program, the following minimum levels of acceptable achievement are required:

- Obtaining a grade of *B-* or better in all coursework (see academic probation policy for process if a grade below a *B-* is obtained in any class)
- Completing a minimum of three years of clinical practicum (see clinical training manual for details) and obtaining an overall score of 3 or better on summative supervision evaluations (see clinical training manual for process if the overall score on summative evaluations is below a 3)
- Successfully passing Parts I-IV of the Clinical Competency Exam (CCE)
- Successfully proposing a dissertation (see dissertation manual for process if the dissertation is not successfully proposed)
- Successfully defending a dissertation and submitting it for binding through APU Libraries (see dissertation manual for process if the dissertation is not successfully defended)
- Completing a minimum of 1,800 hours of a predoctoral internship (see clinical training manual for further details)

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 department faculty.

Degree Posting

The doctoral degree is posted after the student has met all program requirements, including verification of the following:

- Completion of all required coursework (prior to commencing internship)
- Passing of Clinical Competency Exam

- Successful dissertation defense
- Submission of dissertation for binding
- Verification of completion of personal psychotherapy hours (see above)
- Verification of completion of the predoctoral internship

Note: Doctoral degree posting dates conform to those published in the Graduate and Professional Catalog (p. 36).

Academic Psychology Licensure

The APU Psy.D. program fulfills the graduate education requirements in the state of California for licensure as a psychologist. Students seeking licensure in California may obtain information regarding requirements by contacting:

California Board of Psychology
1625 N. Market Blvd., Ste. N-215
Sacramento, CA 95834
(916) 574-7720
psychboard.ca.gov (<http://www.psychboard.ca.gov>)

Students seeking licensure in another state should contact the appropriate examining board in that state.

Department of Criminal Justice

Criminal justice is an interdisciplinary social science involving the study of crime and societal responses to it. The Department of Criminal Justice (<http://www.apu.edu/bas/criminaljustice>) seeks to foster an environment of inquiry, innovation, and lifelong learning for students of criminal justice, who recognize, critically examine, and solve social problems related to crime and criminal behavior. To that end, the department offers a bachelor's completion program (p. 180) for transfer students who want to complete a bachelor's degree in criminal justice.

CJ 110, Introduction to Criminal Justice, 3 Units

This course will provide an overview of the field of criminology/criminal justice as an academic discipline. The academic discipline of criminal justice involves the scientific study of theoretical perspectives on crime and justice. In this course students will consider the respective roles of law, rehabilitation, public health, morality, and justice in the study of why crime occurs, how society responds to crime, and the scientific methods criminologists use to measure the extent of crime. The people who commit crime, the crimes they commit, and society's response to those actions cannot be fully understood outside the context of the larger criminal justice system, how it operates, the differential treatment of certain racial/ethnic groups, and the systems necessity in society. These issues are discussed throughout this course. *Meets the General Education Requirement: Social Science.*

CJ 200, Criminal Justice, Civic Engagement and Social Responsibility, 3 Units

This course provides an experiential introduction to the criminal justice system. Issues of ethics, justice, and poor relations between criminal justice professionals and community members, are issues every 21st century criminal justice professional must be prepared to address. In this course students are introduced to types of civic engagement in a democracy as it relates to the criminal justice system. Students will organize community forums to address issues in policing, the courts, and the reintegration of offenders into the community. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

CJ 220, Police and Society, 3 Units

This course provides an introduction to the history of policing and examination of major trends in contemporary law enforcement. By comparing community policing, problem-oriented policing, evidence-based policing and many others, students will identify the legal framework of policing and administration of police work. This course also includes an in-depth examination of police behavior, police discretion, and societal attitudes towards law enforcement.

Prerequisite: CJ 110

CJ 240, Introduction to Corrections: Jails and Prisons, 3 Units

Prisons are total institutions that exert control over inmates' daily lives. This course provides an in-depth introduction to the historical evolution and current state of incarceration and detention in the United States. By focusing on the theories and ideologies informing punitive practices, the goals of deterrence, rehabilitation, and incapacitation will be explored. Students will take a critical look at life in prison by exploring how incarceration affects the inmate and the potential consequences for society. Special emphasis is given to current controversies in jail and prison policy, such as overcrowding and violence.

Prerequisite: CJ 110

CJ 250, Juvenile Justice, 3 Units

This course is designed to familiarize students with the juvenile justice system. This course will educate students on: types of delinquency, causes of delinquency (why a minor would engage in delinquent behavior), gang culture, social problems contributing to delinquency, law enforcement agencies that address delinquency, court proceedings and courts orders. Interventions that can be utilized with children who engage in delinquency and prevention programs that reduce the risk factors contributing to delinquency will also be discussed.

Prerequisite: CJ 110

CJ 280, American Court System, 3 Units

This course provides an analysis of the structure, process, and personnel involved in the American Court system. By examining both state and federal courts, students will be exposed to the relationship between the judiciary and other criminal justice functions. Special emphasis is given to current court reform programs and the role of technology in the court room.

Prerequisite: CJ 110

CJ 310, Criminological Theories, 3 Units

In this course the student will identify different perspectives of crime causation, and critically assess why people commit crimes. Included are the ideas, worldview, and theories common to criminal justice professions regarding criminal motivation, what is considered a criminal act, how those acts should be handled, and the role of professionals in the criminal justice system.

Prerequisite: CJ 220, CJ 280, CJ 240

CJ 340, Victimology, 3 Units

This course provides advanced study and critical appraisal of the theories and recent research on victims of crime. This analysis often focuses on the physical, emotional, and financial harm people suffer because of criminal activities and the role of the victim in the criminal justice system. By exploring the relationships between the offender, the victim, and the criminal justice system, students will gain a greater understanding of the frequently forgotten member of crime. This course will also discuss the programs and policies that have resulted from society's increasing concern about the rights of victims.

Prerequisite: CJ 300

CJ 350, Race, Ethnicity and Crime, 3 Units

Race, and companion factors such as race, ethnicity, social economic class (SES), gender and age are critical factors in the administration of criminal justice in the US. This course critically examines race, ethnicity and SES within the U.S. criminal justice system. The course will provide an overview of the history and background of the experiences of different racial and ethnic groups with different facets of the criminal justice system (policing, juvenile justice, sentencing, courts, etc.). This course will also introduce students to theories about the treatment of the poor compared to the non-poor in criminal offending; and will examine theoretical issues of race and justice. Empirical understandings of the intersectional relationship between race, class and gender and the criminal justice system will also be discussed.

Prerequisite: CJ 310

CJ 355, Gender & Crime, 3 Units

This course explores the intersection between gender (with special focus on women) and crime. We will discuss such topics as gender differences in offending, theoretical explanations for female offending, the social construction of offending, women as victims of crime and violence, the sexualization and criminalization of women's bodies, women's experiences with prison and the criminal justice system, and women working in criminal justice fields.

Prerequisite: CJ 110 and Junior or Senior standing

CJ 450, Forensic Psychology for Criminal Justice Professionals, 3 Units

This course provides an in-depth introduction to the science of psychology applied to the criminal justice system. Students will explore the psychological principles related to eyewitness testimony, lineups, police interrogations, jury decision making, competence, insanity, and future dangerousness. Special emphasis is given to current research findings in forensic psychology.

Prerequisite: CJ 310 and PSYC 110

CJ 460, Criminal Justice Internship, 3 Units

The purpose of the internship program is to provide advanced student majors with practical experience working in the field of criminology and criminal justice. Classroom time focuses on processing your learning in the field, addressing any questions, challenges or concerns regarding the experience, and facilitating thinking about professional and graduate work in related fields. As such, classroom time is spent in a small group facilitated discussion format. Students in this course will apply their learning experience practically within a criminal justice professional setting. Class assignments will assist students in looking at different professional experiences from the lens of multiple criminal justice professionals (e.g. law enforcement officers, prosecutors/defense attorneys, probation officers, etc.). Additionally, this allows students to make contact with professionals who might later serve as references or points of contact, and it also allows students to gain actual experience which can be included on a resume or job application. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: Criminal Justice Majors Junior or Senior status.

CJ 495, Special Topics in Criminal Justice, 3 Units

This course addresses topics of current interest in criminal justice not covered by the core and elective courses. Topics vary from semester to semester and may reflect new issues in the criminal justice system, theories, or faculty research interests in the field. This course may be taken more than once as topics change.

Prerequisite: CJ 110

CJ 496, Writing 3: Senior Capstone in Criminal Justice, 3 Units

This course provides students an opportunity to combine their learning experience from multiple courses in criminal justice into a research project that demonstrates their learning. This course will focus on writing instruction for students entering criminal justice professions. Students will expound on a contemporary issue in criminal justice and present their findings to professionals in the criminal justice field. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: WRIT 262 (Writing 2) and a minimum of 90 units

PRCJ 110, Intro to Criminal Justice, 3 Units

This course will provide an overview of the field of criminology/criminal justice as an academic discipline. The academic discipline of criminal justice involves the scientific study of theoretical perspectives on crime and justice. In this course students will consider the respective roles of law, rehabilitation, public health, morality, and justice in the study of why crime occurs, how society responds to crime, and the scientific methods criminologists use to measure the extent of crime. The people who commit crime, the crimes they commit, and society's response to those actions cannot be fully understood outside the context of the larger criminal justice system, how it operates, the differential treatment of certain racial/ethnic groups, and the systems necessity in society. These issues are discussed throughout this course. *Meets the General Education Requirement: Social Science.*

PRCJ 200, Criminal Justice, Civic Engagement and Social Responsibility, 3 Units

This course provides an experiential introduction to the criminal justice system. Issues of ethics, justice, and poor relations between criminal justice professionals and community members, are issues every 21st century criminal justice professional must be prepared to address. In this course students are introduced to types of civic engagement in a democracy as it relates to the criminal justice system. Students will organize community forums to address issues in policing, the courts, and the reintegration of offenders into the community. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

PRCJ 220, Police and Society, 3 Units

This course provides an introduction to the history of policing and examination of major trends in contemporary law enforcement. By comparing community policing, problem-oriented policing, evidence-based policing and many others, students will identify the legal framework of policing and administration of police work. This course also includes an in-depth examination of police behavior, police discretion, and societal attitudes towards law enforcement.

Prerequisite: PRCJ 110

PRCJ 240, Introduction to Corrections: Jails and Prisons, 3 Units

Prisons are total institutions that exert control over inmates' daily lives. This course provides an in-depth introduction to the historical evolution and current state of incarceration and detention in the United States. By focusing on the theories and ideologies informing punitive practices, the goals of deterrence, rehabilitation, and incapacitation will be explored. Students will take a critical look at life in prison by exploring how incarceration affects the inmate and the potential consequences for society. Special emphasis is given to current controversies in jail and prison policy, such as overcrowding and violence.

Prerequisite: PRCJ 110

PRCJ 250, Juvenile Justice, 3 Units

This course is designed to familiarize students with the juvenile justice system. This course will educate students on: types of delinquency, causes of delinquency (why a minor would engage in delinquent behavior), gang culture, social problems contributing to delinquency, law enforcement agencies that address delinquency, court proceedings and courts orders. Interventions that can be utilized with children who engage in delinquency and prevention programs that reduce the risk factors contributing to delinquency will also be discussed.

Prerequisite: PRCJ 110

PRCJ 280, American Court System, 3 Units

This course provides an analysis of the structure, process, and personnel involved in the American Court system. By examining both state and federal courts, students will be exposed to the relationship between the judiciary and other criminal justice functions. Special emphasis is given to current court reform programs and the role of technology in the court room.

Prerequisite: PRCJ 110

PRCJ 310, Criminological Theories, 3 Units

In this course the student will identify different perspectives of crime causation, and critically assess why people commit crimes. Included are the ideas, worldview, and theories common to criminal justice professions regarding criminal motivation, what is considered a criminal act, how those acts should be handled, and the role of professionals in the criminal justice system.

Prerequisite: PRCJ 220, PRCJ 280, PRCJ 240

PRCJ 340, Victimology, 3 Units

This course provides advanced study and critical appraisal of the theories and recent research on victims of crime. This analysis often focuses on the physical, emotional, and financial harm people suffer because of criminal activities and the role of the victim in the criminal justice system. By exploring the relationships between the offender, the victim, and the criminal justice system, students will gain a greater understanding of the frequently forgotten member of crime. This course will also discuss the programs and policies that have resulted from society's increasing concern about the rights of victims.

Prerequisites: PRCJ 300

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Race, and companion factors such as race, ethnicity, social economic class (SES), gender and age are critical factors in the administration of criminal justice in the US. This course critically examines race, ethnicity and SES within the U.S. criminal justice system. The course will provide an overview of the history and background of the experiences of different racial and ethnic groups with different facets of the criminal justice system (policing, juvenile justice, sentencing, courts, etc.). This course will also introduce students to theories about the treatment of the poor compared to the non-poor in criminal offending; and will examine theoretical issues of race and justice. Empirical understandings of the intersectional relationship between race, class and gender and the criminal justice system will also be discussed.

Prerequisite: PRCJ 310

PRCJ 355, Gender & Crime, 3 Units

This course explores the intersection between gender (with special focus on women) and crime. We will discuss such topics as gender differences in offending, theoretical explanations for female offending, the social construction of offending, women as victims of crime and violence, the sexualization and criminalization of women's bodies, women's experiences with prison and the criminal justice system, and women working in criminal justice fields.

Prerequisite: PRCJ 110 and Junior or Senior standing

PRCJ 450, Forensic Psychology, 3 Units

This course provides an in-depth introduction to the science of psychology applied to the criminal justice system. Students will explore the psychological principles related to eyewitness testimony, lineups, police interrogations, jury decision making, competence, insanity, and future dangerousness. Special emphasis is given to current research findings in forensic psychology.

Prerequisite: PRCJ 310 and PRPS 110

PRCJ 460, Criminal Justice Internship, 3 Units

The purpose of the internship program is to provide advanced student majors with practical experience working in the field of criminology and criminal justice. Classroom time focuses on processing your learning in the field, addressing any questions, challenges or concerns regarding the experience, and facilitating thinking about professional and graduate work in related fields. As such, classroom time is spent in a small group facilitated discussion format. Students in this course will apply their learning experience practically within a criminal justice professional setting. Class assignments will assist students in looking at different professional experiences from the lens of multiple criminal justice professionals (e.g. law enforcement officers, prosecutors/defense attorneys, probation officers, etc.). Additionally, this allows students to make contact with professionals who might later serve as references or points of contact, and it also allows students to gain actual experience which can be included on a resume or job application. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: Criminal Justice Majors Junior or Senior status.

PRCJ 495, Special Topics in Criminal Justice, 3 Units

This course addresses topics of current interest in criminal justice not covered by the core and elective courses. Topics vary from semester to semester and may reflect new issues in the criminal justice system, theories, or faculty research interests in the field. This course may be taken more than once as topics change.

Prerequisite: PRCJ 110

PRCJ 496, Writing 3: Senior Capstone in Criminal Justice, 3 Units

This course provides students an opportunity to combine their learning experience from multiple courses in criminal justice into a research project that demonstrates their learning. This course will focus on writing instruction for students entering criminal justice professions. Students will expound on a contemporary issue in criminal justice and present their findings to professionals in the criminal justice field. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: PRWR 262 (Writing 2) and a minimum of 90 units

Faculty

Chair and Associate Professor

Deshonna Collier-Goubil (<http://www.apu.edu/bas/faculty/dcollier>), Ph.D.

Assistant Professors

Baron K. Brown (<http://www.apu.edu/bas/faculty/bkbrown>), M.A.

Candice Hodge (<http://www.apu.edu/bas/faculty/chodge>), Ph.D.

Louis Tuthill (<http://www.apu.edu/bas/faculty/ltuthill>), Ph.D.

Charles K. Wilhite (<http://www.apu.edu/bas/faculty/cwilhite>), Ph.D.

Adjunct Faculty

Sam Gonzalez (<http://www.apu.edu/bas/faculty/sggonzales>), M.A.

Bachelor of Arts in Criminal Justice (Bachelor's Completion)

Azusa Pacific's 48-unit bachelor's completion program in criminal justice is designed for transfer students who have at least 30 units and are interested in completing a Bachelor of Arts in Criminal Justice at the Inland Empire, Murrieta, or San Diego regional campus. Students gain hands-on field experience as they learn about the criminal justice system, preparing them to make a difference in the lives of others.

Azusa Pacific's bachelor's completion programs allow students who began a program of study at another higher education institution to finish their degree at APU. In order to graduate, students must complete the required program units and general education units, for a minimum total of 120 units.

| Code | Title | Units |
|---|---|-------|
| General Education Requirements | | |
| Intellectual and Practical Skills | | |
| WRIT 110 | Writing 1: The Art and Craft of Writing | 3 |
| | Writing 2: Genre, Evidence, and Persuasion | 3 |
| Select one of the following: | | |
| PRWR 260 | Writing 2: Psychology sub-disciplines and career trajectories | |
| Oral Communication | | 3 |
| COMM 111 | Public Communication | |
| Biblical, Theological, and Philosophical Formation | | |
| MIN 108 | Christian Life, Faith, and Ministry | 3 |
| UBBL 100 | Introduction to Biblical Literature: Exodus/Deuteronomy | 3 |
| PRBL 230 | Luke/Acts | 3 |
| PRPH 220 | Introduction to Philosophy | 3 |
| PRTN 303 | Theology and the Christian Life | 3 |
| Knowledge of Human Cultures & the Physical World | | |
| Select one in each category: | | |
| Humanities: History | | 3 |
| PRHI 120 | World Civilizations to 1648 | |
| PRHI 121 | World Civilizations Since 1648 | |
| PRHI 151 | United States History to 1877 | |
| Humanities: Language and Literature | | 3 |
| ENGL 111 | Studies in Literature | |
| ENGL 222 | English Literature to 1789 | |
| ENGL 224 | World Literature to the Renaissance | |
| ENGL 234 | World Literature Since the Renaissance | |
| ENGL 244 | American Literature to 1865 | |
| ENGL 254 | American Literature Since 1865 | |
| ENGL 377 | Shakespeare | |
| HUM 222 | Humanities Seminar II: Literary Masterpieces | |
| Humanities: Fine Arts | | |
| PRAR 150 | Introduction to Art | 3 |
| Natural Science | | |
| PRPY 140 | Introduction to Astronomy | 4 |
| Criminal Justice Core | | |
| PRMA 130 | Introduction to Statistics | 3 |
| PRCJ 110 | Introduction to Criminal Justice | 3 |
| PRCJ 220 | Police and Society | 3 |
| PRCJ 240 | Introduction to Corrections: Jails and Prisons | 3 |
| PRCJ 250 | Juvenile Justice | 3 |
| PRCJ 280 | American Court System | 3 |
| PRCJ 310 | Criminological Theories | 3 |

| | | |
|-----------------------------------|--|-----------|
| PRCJ 340 | Victimology | 3 |
| PRCJ 350 | Race, Ethnicity and Crime | 3 |
| PRCJ 496 | Writing 3: Senior Capstone in Criminal Justice | 3 |
| WRIT 262 | Writing 2: Criminal Justice Research Methods | 3 |
| Criminal Justice Electives | | 15 |
| PRCJ 200 | Criminal Justice, Civic Engagement and Social Responsibility | |
| PRCJ 355 | Gender & Crime | |
| PRCJ 450 | Forensic Psychology for Criminal Justice Professionals | |
| PRPO 250 | Introduction to Criminal Law | |
| PRPO 350 | Constitutional Law: Fundamental Freedoms | |
| PRPO 380 | Studies of Terrorism | |
| PRSW 410 | Family Violence | |
| Transfer or Elective Units | | 38 |
| Total Units | | 123 |

PRCJ 110, Intro to Criminal Justice, 3 Units

This course will provide an overview of the field of criminology/criminal justice as an academic discipline. The academic discipline of criminal justice involves the scientific study of theoretical perspectives on crime and justice. In this course students will consider the respective roles of law, rehabilitation, public health, morality, and justice in the study of why crime occurs, how society responds to crime, and the scientific methods criminologists use to measure the extent of crime. The people who commit crime, the crimes they commit, and society's response to those actions cannot be fully understood outside the context of the larger criminal justice system, how it operates, the differential treatment of certain racial/ethnic groups, and the systems necessity in society. These issues are discussed throughout this course. *Meets the General Education Requirement: Social Science.*

PRCJ 200, Criminal Justice, Civic Engagement and Social Responsibility, 3 Units

This course provides an experiential introduction to the criminal justice system. Issues of ethics, justice, and poor relations between criminal justice professionals and community members, are issues every 21st century criminal justice professional must be prepared to address. In this course students are introduced to types of civic engagement in a democracy as it relates to the criminal justice system. Students will organize community forums to address issues in policing, the courts, and the reintegration of offenders into the community. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

PRCJ 220, Police and Society, 3 Units

This course provides an introduction to the history of policing and examination of major trends in contemporary law enforcement. By comparing community policing, problem-oriented policing, evidence-based policing and many others, students will identify the legal framework of policing and administration of police work. This course also includes an in-depth examination of police behavior, police discretion, and societal attitudes towards law enforcement.

Prerequisite: PRCJ 110

PRCJ 240, Introduction to Corrections: Jails and Prisons, 3 Units

Prisons are total institutions that exert control over inmates' daily lives. This course provides an in-depth introduction to the historical evolution and current state of incarceration and detention in the United States. By focusing on the theories and ideologies informing punitive practices, the goals of deterrence, rehabilitation, and incapacitation will be explored. Students will take a critical look at life in prison by exploring how incarceration affects the inmate and the potential consequences for society. Special emphasis is given to current controversies in jail and prison policy, such as overcrowding and violence.

Prerequisite: PRCJ 110

PRCJ 250, Juvenile Justice, 3 Units

This course is designed to familiarize students with the juvenile justice system. This course will educate students on: types of delinquency, causes of delinquency (why a minor would engage in delinquent behavior), gang culture, social problems contributing to delinquency, law enforcement agencies that address delinquency, court proceedings and courts orders. Interventions that can be utilized with children who engage in delinquency and prevention programs that reduce the risk factors contributing to delinquency will also be discussed.

Prerequisite: PRCJ 110

PRCJ 280, American Court System, 3 Units

This course provides an analysis of the structure, process, and personnel involved in the American Court system. By examining both state and federal courts, students will be exposed to the relationship between the judiciary and other criminal justice functions. Special emphasis is given to current court reform programs and the role of technology in the court room.

Prerequisite: PRCJ 110

PRCJ 310, Criminological Theories, 3 Units

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Department of Higher Education

Accreditation

- All programs in higher education are accredited by the WASC Senior College and University Commission (WSCUC).

For more-detailed information about the Department of Higher Education, visit apu.edu/bas/highered/.

- Master of Science in College Counseling and Student Development (p. 188)
- Doctoral Programs in Higher Education (p. 190)
 - Doctor of Philosophy (Ph.D.) in Higher Education (p. 192)
 - Doctor of Education in Higher Education Leadership (p. 195)
- Doctoral-Level Certificate in Strengths-Oriented Higher Education (p. 192)

CCSD 543, Legal and Ethical Issues in College Student Affairs, 3 Units

This course provides an examination of the major legal and ethical issues confronting contemporary student affairs professionals. Emphasis is placed on federal regulations and mandates, constitutional issues, tort liability, contractual relationships, distinctions between public and private sector institutions of higher education, and ethical standards of the student affairs profession.

CCSD 551, Introduction to College Student Affairs, 3 Units

An introduction to and overview of the field of college student affairs is offered with emphasis upon its historical and philosophical foundation, its basic documents, and its primary objectives within American colleges and universities. Students survey and analyze the typical programs and services which the college student affairs field delivers within American colleges and universities.

CCSD 552, The Process Of Adult Development, 3 Units

Students study and critique selected human development theories relevant to the process of being and becoming an adult. An overview of models for translating theory to practice and assessment techniques to be applied to individuals, groups, and the environment is provided.

CCSD 553, Administration in College Student Affairs, 3 Units

Strategies, techniques, and issues related to the organization and administration of college student affairs' functions and divisions are stressed. Organizational structure, staff selection, training, supervision, budgeting, planning, policy development, and leadership as well as program implementation and evaluation are addressed.

CCSD 562, Qualitative Research with Today's Diverse College Students, 3 Units

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 qualitative assessment methods and policy/program implications.

CCSD 563, Counseling: The Helping Relationship, 3 Units

This course includes an introduction to and overview of various theoretical approaches to the helping relationship and an examination of helping techniques with culturally diverse populations as applied through advising, crisis intervention, and consultation roles. Behavior development and change as an interpersonal process is addressed. Practice in role-playing situations involving various helping and human relations skills is included.

CCSD 567, The Role of Diversity in Student Affairs Practice, 3 Units

This course introduces the attitudes, beliefs, values, skills, knowledge, and self-awareness necessary for student affairs professionals to serve diverse student populations.

CCSD 568, Inclusive Diversity Practices in Student Affairs, 3 Units

This course helps students develop professional skills and practices in designing culturally sensitive and appropriate interventions for any campus setting in the context of higher education. Students taking this course should already have a solid awareness and knowledge of the theoretical bases and content of social justice, privilege, and marginalized groups within higher education. Learning is targeted at experiential activities that provide opportunities to practice multicultural skills. Based on Pope and Reynolds (1997), multicultural skills allow for effective and meaningful interactions with people who differ culturally. Skill is based on awareness and knowledge to bring about appropriate, effective change in multicultural situations. Students receive feedback as they develop these skills, with specific attention paid to: 1) frameworks of social justice and ally ship, including social justice as a Christian tradition; 2) involvement with the unique experiences of marginalized social groups of college students; and 3) examining critical dimensions of the design and delivery of multicultural education programs. The pedagogy employed in this course draws heavily on critical self-reflection to explore how students' multicultural skills shape interventions related to inclusive diversity practices on a college campus.

Prerequisite: CCSD 567

CCSD 571, Student Learning in the Cocurriculum, 3 Units

Students are exposed to a dual study of theory and research pertaining to student learning as it occurs outside the classroom in the higher education setting. The course focuses on strengths for creating seamless learning experiences that extend beyond those offered in the formal curriculum, partnering with faculty members, and creating conditions that effectively engage students in educationally purposeful activities.

CCSD 573, Career Counseling and Development, 3 Units

This course provides a comprehensive review of career theory, as well as resources and techniques utilized in assisting individuals to make informed educational and career choices. An exploration of changing concepts of work and careers and their implications for career counseling are emphasized. A focus on the relationship of career to other issues of counseling and development is addressed.

CCSD 575, Quantitative Analysis in College Student Affairs, 3 Units

Students explore the basic elements of descriptive and inferential statistics, and use a statistical software package to develop computer skills necessary for quantitative analysis. The application of data analysis to student affairs practice is emphasized. It is strongly recommended that students complete this course prior to enrolling in CCSD 592 Program Evaluation in College Student Affairs.

CCSD 581, Foundations of Higher Education, 3 Units

Students explore and analyze the various purposes served by American colleges and universities and the principal policy questions currently confronting these institutions. Classic works and events that have influenced professional thought, public opinion, and policy related to higher education are addressed.

CCSD 583, Counseling Issues and Practice, 3 Units

Conflict, crisis, and dysfunctional behavior on the college campus are examined. Specific attention is given to the key issues relevant to student populations, including prejudice, substance abuse, suicide, and eating disorders. An opportunity for the development of skills applicable to college student affairs roles is provided through laboratory experience/practice.

CCSD 592, Program Evaluation in College Student Affairs, 3 Units

This course provides an introduction to basic concepts, principles, and methods of evaluation and research in the social sciences. Problem identification, research/program design, instrument development, data collection techniques, fundamental statistical tests, cost/benefit analyses, and interpretation of findings are addressed. Critical analysis of relevant literature is emphasized.

CCSD 595, Capstone Project in College Student Affairs, 3 Units

This course supports students in completing their professional portfolio which contains evidence of the 12 competencies upon which the program is built.

CCSD 595A, Capstone Project in College Student Affairs, 2 Units

This course supports students in completing their professional portfolio which contains evidence of the 12 competencies upon which the program is built.

CCSD 595B, Capstone Project in CSA, 1 Unit

This course supports students in completing their professional portfolio which contains evidence of the 12 competencies upon which the program is built.

CCSD 598, Special Topics, 3 Units

This course examines in depth a topic of current interest or need. Students analyze and evaluate topics/issues to reach and express a position, provide training for a particular population, or enhance personal development. If students elect this course more than once during their program, each course must address a different topic.

CCSD 599, Readings in College Student Affairs, 3 Units

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.

HED 701, Strengths-Oriented Leadership, 4 Units

This course is a critical analysis of leadership theory and practice with an emphasis on how awareness and application of a strengths philosophy can increase leadership effectiveness. Using group discussions, research papers, and individual reflection, students develop and evaluate theoretical principles of leadership development and develop a personal approach to creating institutional change.

HED 702, The Nature of Inquiry, 4 Units

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 703, Critical Issues in Higher Education, 4 Units

This foundational course will introduce students to an array of critical issues facing U.S. higher education. Areas of focus will include the formative influences that led to the diversification of American higher education as well as current and emerging issues and trends related to the purposes, governance, funding, and delivery of postsecondary education. These topics will be explored through a lens of ethics and social justice and framed around the potentially-competing priorities of affordability, accessibility/equity, and academic quality.

HED 704, Ethical Issues in Higher Education, 2 Units

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 705, Student Access, Equity, and Success in College, 4 Units

This course examines the impact of the college student experience, beginning with the college choice process and culminating with graduation and lifetime impact. Student development theories, theories and models of student change in college, student retention theories, and strategies for defining and measuring student success and institutional effectiveness are emphasized. Policies, programs, and best practices that enhance student learning, success, and persistence are explored.

HED 710, Research Design and Statistics, 4 Units

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 711, Qualitative Research Methods, 4 Units

Students are introduced to the perspectives, purposes, designs, analysis, interpretation, and reporting of qualitative research in the field of education. Ethnography, case study, grounded theory, action research, and qualitative evaluation studies are among the designs examined. The data collection methods of observation, interviewing, and document analysis and the skills of data management, analysis, and interpretation are studied and practiced.

HED 714, Introduction to Action Research, 2 Units

The purpose and processes of action research will be introduced. Students will explore their roles as change agents and examine how their actions as leaders have an impact on people, systems, and themselves. Assessment strategies will focus on quantitative approaches.

HED 715, Applied Action Research, 2 Units

Models of action research will be analyzed as students develop specific strategies to use the action research model in their professional practice. Assessment strategies will focus on qualitative approaches.

HED 720, Campus Ecology and Creating Spaces for Thriving, 2 Units

This course examines how higher education institutions can create more effective spaces, actual and virtual, that promote student thriving, sustainability, and community. Innovative architectural designs will be identified and evaluated. Students will have the opportunity to design, or re-design, a new "thriving space" for a college campus.

HED 721, Diversity and Social Justice in Higher Education, 4 Units

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 722, Global Policy Analysis in Higher Education, 4 Units

This course offers a unique opportunity to examine postsecondary policies at the institutional, local, state, national, regional, and international level with a special focus on social justice. Global policy students will examine core policy principles, the culture of higher education, and critical theory. The course includes a site visit to an international location for an opportunity to deeply reflect on issues of policy and justice from a Christian perspective. The examination of policies will include those that lead to justice-oriented change as well as policies that result in greater inequality.

HED 723, Higher Education Law and Policy, 4 Units

Students will examine the historical, contextual, and theoretical aspects of higher education law and policy as they affect students, faculty members, administrators, and organizational systems. The course will also involve the analysis of contemporary legal and policy issues confronting both public and private higher education in the United States.

HED 724, Teaching, Learning, and Assessment in Higher Education, 4 Units

This course will explore the higher education teaching-learning experience and the role of assessment at the individual, course, program, and university levels. Emphasis will be placed on curriculum design, identification of student learning outcomes, effective teaching methodologies, course development and delivery, outcomes assessment, and developing a learning ethos within the university.

HED 725, Administration in Higher Education, 4 Units

Offered each July and required of all Ed.D. and Ph.D. students in the Organizational Leadership concentration. This course serves as one of the foundational courses in the higher education leadership doctoral program. Focused on educating emerging leaders in the field, the course gives students an appreciation for the challenges of approaching institutional decision making from the various perspectives represented on the president's cabinet. Various organizational models are also presented as frameworks for understanding the complex organizational cultures typically found in college and university settings.

HED 729, The Spirituality of Leadership, 2 Units

This course examines the spiritual dimensions of leadership by exploring vocation, calling, and thriving. Students will examine how the Christian faith informs leadership development and practice but will also investigate the spirituality of leadership across other traditions and perspectives.

HED 730, Advanced Quantitative Methods, 4 Units

This course is for Ph.D. students who plan to write a quantitative dissertation. The course content 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 710

HED 731, Advanced Qualitative Research, 4 Units

This course is required of Ph.D. students who plan to write a qualitative dissertation. In this advanced seminar on qualitative research, the focus is on data collection and analysis approaches representing the major qualitative methodologies. Each qualitative methodology leads to particular ways of gathering, analyzing, and presenting data, which will be explored through primary source readings. The course culminates in a comparative methodologies paper or pilot research project.

HED 732, Leading Change in Higher Education, 4 Units

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 733, The Changing Worlds of Higher Education, 4 Units

Students will explore the rapidly changing nature of higher education in the United States and around the world. The problems facing higher education, in all its forms, will be examined as will emerging innovative models and structures. Participation in an international travel experience is a requirement of this course.

HED 748, Guided Inquiry Project I, 1 Unit

This course is designed to enable Ed.D. students to lay the foundation for their dissertation by identifying the problem area for their research and to begin the literature review process. This course is taken concurrently with HED 701; steps toward the dissertation continue in HED 749.

Corequisite: HED 701

HED 749, Guided Inquiry Project II, 1 Unit

In this course, Ed.D. students continue to work on steps toward the dissertation begun in HED 748, identifying the innovation they intend to introduce, and outlining the research design that will be used to gather evidence regarding the impact of the innovation. This course is taken concurrently with HED 733.

Prerequisite: HED 748;

corequisite: HED 733

HED 760, Research Seminar, 1-2 Units

This research seminar exposes doctoral candidates to the creation, implementation, and dissemination of a focused research agenda based on the area of specializations of the core faculty. The seminar focuses on reading and evaluating educational research, collecting and analyzing qualitative or quantitative data, and engaging in collaborative research. This course is required of all Ph.D. students beginning their second year of the program and requires attendance at team meetings each semester. Students take 1-2 units per semester for a total of 4-6 units.

HED 761, Strengths-Oriented Research and Programming, 2 Units

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 790, Doctoral Seminar in Research Studies, 1-2 Units

Students identify a research topic and develop a dissertation proposal (the first three chapters of the dissertation). Steps include identifying a researchable issue, conducting a literature search, writing a literature review, selecting a research methodology, and evaluating qualitative and statistical tools. Students select a dissertation chair and committee and develop an action plan for completing the dissertation. Ed.D students take this course for 1 unit; Ph.D. students take this course for 2 units and must pass all comprehensive exams before defending their proposal.

Prerequisite: Ed.D. students must successfully complete the Guided Inquiry Project

HED 791, Dissertation Proposal I, 1 Unit

Students identify a research topic and develop a dissertation proposal (the first three chapters of the dissertation). Steps include identifying a significant problem in higher education, conducting a literature search, writing a literature review, selecting a research methodology, and selecting appropriate qualitative and statistical tools.

HED 792, Dissertation Proposal II, 1 Unit

Students continue writing their dissertation proposal (the first three chapters of the dissertation). The focus in this course is on selecting a research methodology and selecting appropriate qualitative and statistical tools. Ph.D. students must pass all comprehensive exams before defending their proposal. Note: If students do not successfully defend their proposal by July 1, they must register for HED 790 for 2 units every term until they successfully defend their proposal.

Prerequisite: HED 791

HED 794, Dissertation Research I, 2-3 Units

Offered each term and required of all students in dissertation phase. Students work with their dissertation committee in conducting a doctoral-level research project. Students enroll for 2-3 units of dissertation credit the first semester; subsequent semesters require continuous enrollment in HED 795.

Prerequisites: HED 710 and either HED 790 or HED 791 and HED 792

HED 795, Dissertation Research II, 2-3 Units

Offered each term and required of all students in dissertation phase. Students work with their dissertation committee in conducting a doctoral-level research project in higher education. After enrolling in HED 794 for one semester, students enroll for 2-3 units of dissertation credit in this course and must re-enroll each semester from the time their proposal is approved until the dissertation is completed.

Prerequisite: HED 794

HED 798, Special Topics, 1-4 Units

Offered upon faculty request. In this course, a subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. Students may repeat the course for credit up to a maximum of 6 units. Each course must address a different topic.

HED 799, Readings in Higher Education, 1-4 Units

Offered as Independent Study with approval of department chair. Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring faculty member and approved by the department chair.

Faculty

Chair

Laurie Schreiner (<http://www.apu.edu/bas/faculty/lSchreiner>), Ph.D.

Program Directors, Doctoral Higher Education

Karen Longman (<http://www.apu.edu/bas/faculty/klongman>), Ph.D., Program Director, Ph.D.

Dennis Sheridan (<http://www.apu.edu/bas/faculty/dsheridan>), Ph.D., Ed.D., Program Director, Ed.D.

Program Director, College Counseling and Student Development

Kandy Mink Salas (<http://www.apu.edu/bas/faculty/kminksalas>), Ph.D.

Professors

Laurie Schreiner (<http://www.apu.edu/bas/faculty/lSchreiner>), Ph.D.

Karen Longman (<http://www.apu.edu/bas/faculty/klongman>), Ph.D.

Eileen Hulme (<http://www.apu.edu/bas/faculty/ehulme>), Ph.D.

Alexander Jun (<http://www.apu.edu/bas/faculty/ajun>), Ph.D.

Dennis Sheridan (<http://www.apu.edu/bas/faculty/dsheridan>), Ph.D., Ed.D.

Associate Professor

Christopher Collins (<http://www.apu.edu/bas/faculty/ccollins>), Ph.D.

Young Kim (<http://www.apu.edu/bas/faculty/ykkim>), Ph.D.

Jeannine Kranzow (<http://www.apu.edu/bas/faculty/jkranzow>), Ph.D.

Michelle Louis (<http://www.apu.edu/bas/faculty/mlouis>), Ph.D.

Assistant Professors

Holly Holloway-Friesen (<http://www.apu.edu/bas/faculty/hholloway>), Ph.D.

Tabatha Jones Jolivet (<http://www.apu.edu/bas/faculty/tjonesjolivet>), Ph.D.

Mari Luna De La Rosa (<http://www.apu.edu/bas/faculty/mlunadelarosa>), Ph.D.

Kandy Mink Salas (<http://www.apu.edu/bas/faculty/kminksalas>), Ph.D.

Master of Science in College Counseling and Student Development

(626) 815-5485, ccsdprogram@apu.edu

The Master of Science in College Counseling and Student Development prepares student affairs professionals who work effectively with college students at a diversity of institutions. The program encourages students to integrate their academic learning with their life experience in order to grow personally and professionally. The curriculum is based on developing competence in 10 areas through academic coursework, internship experience, and research opportunities.

Mission Statement

The graduate program in college counseling and student development at Azusa Pacific University prepares individuals to become student affairs educators whose special interest is college students and the environments that affect their development as whole persons and scholar-students.

Admission

University graduate admission and program acceptance requirements must be met before an application is complete (see the Admission to the University (p. 13) section; program-specific application requirements are available online (<http://www.apu.edu/bas/highered/studentdevelopment/admission>)).

Application Deadlines

Completed applications with all supporting documentation received by January 31 will receive priority consideration for fall admission. These applicants also will be given priority for on-campus graduate assistantship interviews.

Admissions Interview

Upon invitation, applicants complete an interview with at least one member of the faculty. The purpose of the interview is to discuss career and education goals, evaluate the match of the program to the student, and ascertain, at least initially, the applicant's potential for success in the program.

Program Delivery

The program is a two-year, on-campus program for students attending full time. Classes are held weekly utilizing the university's eight-week session schedule (<http://www.apu.edu/calendar/academic>). 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

Program graduates 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 program seeks to prepare student affairs educators who have a generalist perspective of the profession and possess the basic competencies necessary to be successful in a wide range of circumstances. Specifically, upon completion of the program, students should be able to demonstrate competence in these areas:

- Moral, Spiritual, and Ethical Foundations
- Values, Philosophy, and History
- Assessment, Evaluation, and Research
- Law, Policy, and Governance
- Organizational and Human Resources
- Leadership

- Social Justice and Inclusion
- Student Learning and Development
- Technology
- Advising and Supporting

Prerequisites

In order to be admitted into the program, students should provide evidence of the following:

1. A baccalaureate degree from a regionally accredited institution
2. Baccalaureate or master's grade-point average of at least 3.0 on a 4.0 scale
3. Three references: two faculty and one student affairs professional preferred
4. International students who have graduated from a college or university where English was not the principal language must meet requirements listed in the English Proficiency Requirements (p. 17) section.

Requirements

The program comprises 45 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 that explore the historical, philosophical, and theoretical bases of higher education and student affairs as well as assist students in the assessment of their personal leadership skills. Professional studies are those that 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.

| Code | Title | Units |
|--|--|-------|
| Foundational Studies | | |
| CCSD 551 | Introduction to College Student Affairs | 3 |
| CCSD 567 | The Role of Diversity in Student Affairs Practice | 3 |
| CCSD 568 | Inclusive Diversity Practices in Student Affairs | 3 |
| CCSD 575 | Quantitative Analysis in College Student Affairs | 3 |
| CCSD 581 | Foundations of Higher Education | 3 |
| Professional Studies | | |
| CCSD 543 | Legal and Ethical Issues in College Student Affairs | 3 |
| CCSD 552 | The Process Of Adult Development | 3 |
| CCSD 553 | Administration in College Student Affairs | 3 |
| CCSD 562 | Qualitative Research with Today's Diverse College Students | 3 |
| CCSD 563 | Counseling: The Helping Relationship | 3 |
| CCSD 571 | Student Learning in the Cocurriculum | 3 |
| CCSD 573 | Career Counseling and Development | 3 |
| CCSD 583 | Counseling Issues and Practice | 3 |
| CCSD 592 | Program Evaluation in College Student Affairs | 3 |
| CCSD 595 | Capstone Project in College Student Affairs | 3 |
| Integration and Supervised Practice | | |
| Capstone Project and Colloquium | | |
| 600 hours of supervised field placement in at least two practice areas | | |
| Total Units | | 45 |

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 program. A student who receives a graduate assistantship is required to enroll in at least 3 units of coursework in the program each term. Graduate assistants are expected to work 600 hours over the academic year, for which they are compensated with a stipend.

Scholarships

Students are also eligible for consideration for a program-funded scholarship. Program-funded aid is awarded based on financial need and/or merit.

Capstone Project

During the final semester, students are required to complete a professional portfolio that contains evidence of competence in 10 aspects of student affairs practice. The presentation of the portfolio should be before a committee of at least one faculty member and two student affairs professionals who will evaluate and reflect with the student regarding the effectiveness of the project. Successful completion of this project is required for graduation.

Doctoral Programs in Higher Education

For more information: (626) 815-5349

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 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 and leadership skills that make a difference in the field of higher education; the Ed.D. emphasizes leadership development that makes a difference at the institutional level.

The doctoral programs require that the student already holds a master's degree in a field related to higher education. Because the programs are 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. Both doctoral programs employ a cohort model in which students are in residency in Azusa part time; the Ph.D. program meets for two weeks each January and July, with students completing course assignments online, and the Ed.D. program meets for one week in June and one weekend (Friday/Saturday) each month except for May and August, with students completing course assignments online. Campus intensive sessions continue to be required each term during the dissertation phase, as well.

Mission Statement

The mission of the doctoral programs in higher education is to produce values-driven scholars and leaders who have a positive impact on student learning and social justice in higher education.

Core Values of the Doctoral Programs in Higher Education

The doctoral programs in higher education are driven by these core values:

- A Christian worldview that enables students to become "big-picture thinkers" who are people of character and integrity
- A strengths-based perspective of learning and leadership that encourages students to become the persons they were created to be
- A commitment to rigorous research that makes a difference in real-world settings
- A passion for social justice and the belief that diversity is a strength that enhances learning for all
- A passion for learning and student success
- 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 Admission to the University (p. 13) section of this catalog).

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

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

Application Deadlines

For the Ph.D. program, completed applications with all supporting documentation received by January 31 will receive priority consideration for July admission. The final application deadline is May 1.

For the Ed.D. program, completed applications with all supporting documentation received by January 31 will receive priority consideration for May admission. The final application deadline is April 1.

Note: Applications for both programs are reviewed on a rolling basis and are accepted until the new cohort has been finalized.

Interview

Upon invitation, doctoral applicants complete an interview with at least one member of the doctoral faculty. The purpose of the interview is to discuss career and education goals, evaluate the match of the program to the student, and ascertain, at least initially, the applicant's potential for success in the doctoral program.

Admission Decisions

Applicants must meet department and 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, program faculty specify the additional requirements necessary for full admission and the time limit for completing them. Failure to meet these requirements will result in dismissal from the program.

Upon notification of admission, applicants to either doctoral program have 30 days to confirm via email their intent to begin their doctoral studies at APU. A nonrefundable deposit of \$500 is due by April 15 to secure a place in the cohort.

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, and the purpose of the collaboration is to enable the student to achieve maximum benefits from his or her doctoral experience. The advisor's role is to work with the student to develop a plan for timely and successful completion of the doctorate. The student should plan to meet with the advisor regularly. Once the student selects a dissertation chair, that person assumes the role of faculty advisor.

Transferring Units from Another Doctoral Program

Students in the Ed.D. program may transfer up to 12 units from another regionally accredited doctoral program. Students in the Ph.D. program may transfer up to 18 units of doctoral work from another regionally accredited university. Official transcripts and course descriptions must be submitted. The department chair will determine the courses that successfully transfer.

International Travel Requirement in Second Year

In both programs, one week of international travel is included in the required coursework during the spring term of the second year, often in late May or early June. The costs of the trip are included in tuition, except for airfare to the selected location and some meals while in country.

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 Ph.D. 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 more information, contact the student financial services office (<http://www.apu.edu/graduateprofessionalcenter/sfs>) in the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter>) at (626) 815-4570.

Residence Requirement

Students must meet a residence requirement by completing a minimum of 39 units in the Ed.D. program or 42 units in the Ph.D. program through APU.

Statistical Competency

Students admitted to the Ph.D. program 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 design a plan to adequately prepare for doctoral-level statistics.

Research Assistantships and Financial Aid

Federal Stafford loans and personal bank loans are available to all eligible graduate students through the student financial services office (<http://www.apu.edu/graduateprofessionalcenter/sfs>) in the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter>). Students are advised to contact Graduate and Professional Student Financial Services early in the admissions process at (626) 815-4570 or gpc@apu.edu.

In addition, the department offers a limited number of \$4,000 scholarships to entering Ph.D. students by application: the Social Justice Fellowships and the Noel Strengths Academy Fellowships. Dissertation fellowships of \$2,000 and research assistantships of varying amounts are available to continuing students by faculty invitation. Additional scholarships are awarded for exemplary leadership and service, with amounts varying from year to year.

Doctoral-Level 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 10-unit Doctoral-Level 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 three courses.

Course Requirements

| | | |
|-----------------------|--|----|
| HED 701 | Strengths-Oriented Leadership | 4 |
| HED 724 or HED 705 | Teaching, Learning, and Assessment in Higher Education Student Access, Equity, and Success in College | 4 |
| HED 761 | Strengths-Oriented Research and Programming | 2 |
| Total Units | | 10 |

The certificate program is offered on the Azusa campus, comprising two weeks in January and two weeks in July, and program participants join existing cohorts of doctoral students in their classes. The doctoral credits from the certificate may be transferred to any other university. Participants must have a master's degree or higher with a GPA of at least 3.0 at the graduate level to be eligible for admission to the doctoral certificate program, and must complete all certificate courses with a *B-* or above.

For more-detailed information about the certificate program, visit the department's website at apu.edu/bas/highered or email doctoralhighered@apu.edu.

Doctor of Philosophy (Ph.D.) in Higher Education

For more information: (626) 815-5349

The Doctor of Philosophy in Higher Education is a research degree program consisting of 60 units of coursework, inclusive of 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. involves original research that extends the theoretical knowledge base of higher education policy and practice.

Program Outcomes

Graduates of the program 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 levels.
- 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

Students are admitted to the program once a year, with coursework beginning in July of the admission year. The program requires students to complete their coursework on the Azusa campus during two-week visits in early January and again in July each year for four years, or until the dissertation is completed. In addition, all students are assigned to a research team when beginning the second year of the program. Students are expected to attend meetings required of their research team, which may be held in conjunction with a designated conference. In May of the second year of the program, all students are expected to travel internationally as part of the required course HED 722 Global Policy Analysis in Higher Education. All in-country travel costs are included in tuition; students are responsible for purchasing their own international airfare.

Sequence of Courses

The Ph.D. is a sequenced program of courses with only 2 units of electives. Because this program is designed in a cohort model, students take courses together in January and July in a specified sequence as follows:

| | | |
|----------------|--|----|
| Year 1 | | |
| Fall | | |
| HED 701 | Strengths-Oriented Leadership | 4 |
| HED 702 | The Nature of Inquiry | 4 |
| Spring | | |
| HED 703 | Critical Issues in Higher Education | 4 |
| HED 705 | Student Access, Equity, and Success in College | 4 |
| Year 2 | | |
| Fall | | |
| HED 710 | Research Design and Statistics | 4 |
| HED 721 | Diversity and Social Justice in Higher Education | 4 |
| HED 760 | Research Seminar | 1 |
| HED 761 | Strengths-Oriented Research and Programming | 2 |
| or HED 704 | Ethical Issues in Higher Education | |
| Spring | | |
| HED 711 | Qualitative Research Methods | 4 |
| HED 722 | Global Policy Analysis in Higher Education | 4 |
| HED 760 | Research Seminar | 1 |
| Year 3 | | |
| Fall | | |
| HED 724 | Teaching, Learning, and Assessment in Higher Education | 4 |
| HED 725 | Administration in Higher Education | 4 |
| HED 760 | Research Seminar | 1 |
| HED 791 | Dissertation Proposal I | 1 |
| Spring | | |
| HED 730 | Advanced Quantitative Methods | 4 |
| or HED 731 | Advanced Qualitative Research | |
| HED 732 | Leading Change in Higher Education | 4 |
| HED 760 | Research Seminar | 1 |
| HED 792 | Dissertation Proposal II | 1 |
| Year 4 | | |
| October | | |
| HED 794 | Dissertation Research I | 2 |
| March | | |
| HED 795 | Dissertation Research II | 2 |
| Total Units | | 60 |

Program of Study

The program requires 60 units beyond the master's degree, inclusive of dissertation; most courses are 4 units, with some 2- and 1-unit courses. Some elective courses are offered in conjunction with travel to professional conferences. The required research seminars (HED 760) each term meet between sessions, often in conjunction with professional conferences. Read the complete course descriptions for more information.

Required Courses

| | | |
|---------|--|---|
| HED 701 | Strengths-Oriented Leadership | 4 |
| HED 702 | The Nature of Inquiry | 4 |
| HED 703 | Critical Issues in Higher Education | 4 |
| HED 705 | Student Access, Equity, and Success in College | 4 |
| HED 710 | Research Design and Statistics | 4 |
| HED 711 | Qualitative Research Methods | 4 |

| | | |
|------------|--|---|
| HED 721 | Diversity and Social Justice in Higher Education | 4 |
| HED 722 | Global Policy Analysis in Higher Education | 4 |
| HED 724 | Teaching, Learning, and Assessment in Higher Education | 4 |
| HED 725 | Administration in Higher Education | 4 |
| HED 730 | Advanced Quantitative Methods | 4 |
| or HED 731 | Advanced Qualitative Research | 4 |
| HED 732 | Leading Change in Higher Education | 4 |
| HED 760 | Research Seminar (Taken four times over four terms for a total of 4 units) | 1 |
| HED 791 | Dissertation Proposal I | 1 |
| HED 792 | Dissertation Proposal II | 1 |
| HED 794 | Dissertation Research I | 2 |
| HED 795 | Dissertation Research II | 2 |

Elective Courses

| | | |
|--------------------------------------|---|---|
| Select two units from the following: | | 2 |
| HED 704 | Ethical Issues in Higher Education | |
| HED 761 | Strengths-Oriented Research and Programming | |
| HED 798 | Special Topics | |
| HED 799 | Readings in Higher Education | |

Total Units 60

Dissertation Courses

The dissertation proposal process begins in the third year, as students take HED 791 (1 unit) and HED 792 (1 unit) while they write the first three chapters of their dissertation. If students do not successfully defend their dissertation proposal in HED 792, they enroll in HED 790 for 2 units each term until the proposal is successfully defended. Once students successfully defend their dissertation proposal, they enroll in HED 794 for one semester (2 units) and then in HED 795 (2 units) 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. Continuous enrollment in dissertation courses is required until the dissertation is successfully defended. Students are considered enrolled full time from the proposal (HED 791) through the completion of the dissertation (HED 795). Students are expected to come to campus for one week each term during the dissertation phase. Credit for dissertation courses is given for completion of the stated course objectives as outlined in the syllabus. Students who do not meet the designated course outcomes will not receive credit for the course and will be required to retake the course.

| | | |
|---------|--------------------------|---|
| HED 791 | Dissertation Proposal I | 1 |
| HED 792 | Dissertation Proposal II | 1 |
| HED 794 | Dissertation Research I | 2 |
| HED 795 | Dissertation Research II | 2 |

Independent Study

Students may petition to take an independent study course (HED 799) to substitute for an elective course.

Comprehensive Examinations

All students enrolled in the program must pass all of their comprehensive examinations before defending their dissertation proposal and advancing to candidacy. The purpose of the comprehensive exam process is to ensure that all students graduating from APU with a 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 three key areas of the program's learning outcomes that are assessed via this process:

1. Social justice and diversity
2. Leadership and change
3. Student success

Students demonstrate each competency as follows:

- **Social justice and diversity:** Students produce a "TED Talk" type of video per instructions.
- **Leadership and change:** Students create an electronic leadership portfolio per instructions.

- **Student success:** Students produce a creative design project per instructions.

Projects submitted for demonstration of the above competencies are due either May 15 or November 15 each year. Complete instructions are provided to students upon arrival to campus. Students have two opportunities to earn a passing score on a particular competency; failure of the second opportunity results in dismissal from the program.

Doctor of Education (Ed.D.) in Higher Education Leadership

For more information: (626) 815-5349

The Doctor of Education in Higher Education Leadership is a 51-unit degree program, inclusive of 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. is a culminating research project utilizing a three-year cycle model of action research beginning in the first year.

Program Outcomes

Graduates of the program are expected to be able to:

1. Conduct and disseminate research that answers meaningful questions and makes a difference to campus practice or to the field of higher education.
2. Lead effectively, collaboratively, and with vision.
3. Competently effect change at the campus level through creative interventions and program design.
4. Articulate and evaluate a strengths-based approach to teaching, learning, and leadership development.
5. Articulate and evaluate a Christian perspective on effective leadership in higher education.
6. Relate effectively to diverse populations, communicate competently in a global and multicultural context, and appropriately confront personal and institutional injustice and marginalization in higher education settings.
7. Demonstrate a commitment to and ability to foster student learning within individuals and institutions.

Schedule

Students begin each academic year with a one-week intensive at APU in June, and also visit campus one weekend (9 a.m.-5 p.m. Friday and Saturday) a month, with the exception of May and August. Students take two courses a term, and three terms per academic year, for a total of six courses (17 units) per academic year. In between campus visits, students work online to complete course assignments and communicate with faculty and fellow students. Students travel internationally during May of their second year. The coursework for that session will be the focus of the trip. All in-country costs of the trip are included in the program tuition, but students are responsible for their international airfare.

Dissertation Courses

The dissertation proposal process is embedded in the Ed.D. program, as students take Guided Inquiry Project I in their first year and Guided Inquiry Project II in their second year. Each course in the program supports the development of the dissertation proposal and the final dissertation study. The dissertation proposal course begins in the third year. If students do not successfully defend their dissertation proposal in HED 790, they must continue to enroll in HED 790 each term until the proposal is successfully defended. Once students successfully defend their dissertation proposal, they enroll in HED 794 for one semester (2 units) and then in HED 795 (2 units) 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. Continuous enrollment in dissertation courses 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 795). Students are expected to continue to come to campus each term during the dissertation phase. Credit for dissertation courses is given for completion of the stated course objectives as outlined in the syllabus. Students who do not meet the designated course outcomes will not receive credit for the course and will be required to retake the course.

Sequence of Courses

Year 1

| June | | |
|-----------|-------------------------------------|---|
| HED 702 | The Nature of Inquiry | 4 |
| HED 748 | Guided Inquiry Project I | 1 |
| September | | |
| HED 703 | Critical Issues in Higher Education | 4 |
| HED 714 | Introduction to Action Research | 2 |
| January | | |

| | | |
|------------------|--|----|
| HED 701 | Strengths-Oriented Leadership | 4 |
| HED 715 | Applied Action Research | 2 |
| Year 2 | | |
| June | | |
| HED 733 | The Changing Worlds of Higher Education | 4 |
| HED 749 | Guided Inquiry Project II | 1 |
| September | | |
| HED 705 | Student Access, Equity, and Success in College | 4 |
| HED 720 | Campus Ecology and Creating Spaces for Thriving | 2 |
| January | | |
| HED 721 | Diversity and Social Justice in Higher Education | 4 |
| HED 729 | The Spirituality of Leadership | 2 |
| Year 3 | | |
| June | | |
| HED 725 | Administration in Higher Education | 4 |
| HED 790 | Doctoral Seminar in Research Studies | 1 |
| September | | |
| HED 732 | Leading Change in Higher Education | 4 |
| HED 794 | Dissertation Research I | 2 |
| January | | |
| HED 723 | Higher Education Law and Policy | 4 |
| HED 795 | Dissertation Research II | 2 |
| Total Units | | 51 |

Program of Study

The program requires 51 units beyond the master's degree, inclusive of dissertation; most courses are 4 units, with some 2- and 1-unit courses. Read the complete course descriptions for more information.

Required Courses

| | | |
|-------------|--|----|
| HED 701 | Strengths-Oriented Leadership | 4 |
| HED 702 | The Nature of Inquiry | 4 |
| HED 703 | Critical Issues in Higher Education | 4 |
| HED 705 | Student Access, Equity, and Success in College | 4 |
| HED 714 | Introduction to Action Research | 2 |
| HED 715 | Applied Action Research | 2 |
| HED 720 | Campus Ecology and Creating Spaces for Thriving | 2 |
| HED 721 | Diversity and Social Justice in Higher Education | 4 |
| HED 723 | Higher Education Law and Policy | 4 |
| HED 725 | Administration in Higher Education | 4 |
| HED 729 | The Spirituality of Leadership | 2 |
| HED 732 | Leading Change in Higher Education | 4 |
| HED 733 | The Changing Worlds of Higher Education | 4 |
| HED 748 | Guided Inquiry Project I | 1 |
| HED 749 | Guided Inquiry Project II | 1 |
| HED 790 | Doctoral Seminar in Research Studies | 1 |
| HED 794 | Dissertation Research I | 2 |
| HED 795 | Dissertation Research II | 2 |
| Total Units | | 51 |

Department of Kinesiology

Department Overview

The Department of Kinesiology (<http://www.apu.edu/bas/exercisesport>) offers graduate programs in athletic training and physical education, using discipline-based approaches grounded in a Christian worldview to graduate men and women who are academically engaged, relationally centered, vocationally aware, and wellness oriented.

The Master of Science in Athletic Training (p. 202) (MSAT) prepares students for careers in athletic training (<http://www.atyourownrisk.org>). The men and women of this service profession desire to enhance the quality of health care for patients and physically active individuals, specializing in the prevention, assessment, treatment, and rehabilitation of injuries and illnesses encountered by all individuals, especially the physically active.

The Master of Science in Physical Education (p. 208) equips candidates with the knowledge and skills needed to teach physical education, administrate athletic programs, and coach at the K-12, junior college, and four-year university levels. This degree is also available online and with an emphasis in sport management.

The Master of Arts in Physical Education and Single Subject Teaching Credential (p. 213) 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. In addition to the master's degree, students earn a 2042 Single Subject Teaching Credential, preparing them for positions at the middle and high school levels (7-12) and as pre-K-12 specialists in physical education.

The Master of Arts in Physical Education with an Added Authorization in Adapted Physical Education (p. 214) program is designed for candidates who possess a teaching credential in physical education and are also seeking to teach adapted physical education in the pre-K-12 and/or community college systems.

The Adapted Physical Education Added Authorization (p. 215) enables the physical education teacher to teach disabled students ranging from preschool through adult school, conduct assessments, and report findings through the Individual Education Plan (IEP) process.

Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC). (<http://www.wascsenior.org>)
- The Master of Science in Athletic Training program is accredited through 2025-26 by the **Commission on Accreditation of Athletic Training Education (CAATE)** (<http://www.caate.net>), 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3184, (844) 462-2283.
- The Master of Arts in Physical Education and Single Subject Teaching Credential program, Master of Arts in Physical Education with an Added Authorization in Adapted Physical Education program, and the Adapted Physical Education Added Authorization program are accredited by the National Council for Accreditation of Teacher Education (NCATE, transition to the Council for the Accreditation of Educator Preparation (<http://www.caepnet.org>), CAEP) and are approved by the California Commission on Teacher Credentialing (<http://www.ctc.ca.gov>) (CTC).

Athletic Training

- Master of Science in Athletic Training (p. 202)

Physical Education

- Master of Science in Physical Education (Also Online) (p. 208)
- Master of Arts in Physical Education and Single Subject Teaching Credential (p. 213)
- Master of Arts in Physical Education with an Added Authorization in Adapted Physical Education (p. 214)
- Adapted Physical Education Added Authorization (p. 215)

AT 511, Foundations of Athletic Training, 5 Units

This course provides students with basic information and skills necessary in the clinical practice of athletic training. Topics include acute care, risk management, orthopedic taping and wrapping, and equipment fitting. Students will also learn the roles and responsibilities of a certified athletic trainer and the sports medicine team. Students are also introduced to evidence-based practice concepts. A laboratory component is included.

AT 515, Anatomical Basis of Athletic Training, 4 Units

This course provides an in-depth look at human anatomy, with an emphasis on musculoskeletal anatomy, functional anatomy, and basic kinesiology principles. The lab component will include the use of cadavers.

AT 521, Orthopedic Assessment and Diagnosis I, 3 Units

This is the first of two courses that include an in-depth inquiry into the pathophysiology of injuries to the physically active. This course emphasizes injuries to the trunk and lower extremity. Mechanisms of injury will be addressed as well as specific evaluation techniques and methods standard to the practice of athletic training. A laboratory component is included.

AT 523, Therapeutic Modalities, 3 Units

This course focuses on the theory and operation of various therapeutic modalities as they relate to the healing process and are used in the treatment of injuries to physically active individuals. Included are hydrotherapy, electrotherapy, thermotherapy, cryotherapy, therapeutic massage, and other manual and mechanical techniques. A laboratory component is included.

AT 525, Research Methods I, 3 Units

This is the first of two courses in research methodology. The focus of this course is on the critical reading of athletic training and sports medicine literature, the interpretation of research, and the analysis of research methodology appropriate to the field. In addition, students will create a research proposal as the first step toward their thesis.

AT 527, Clinical Integration I, 2 Units

This is the first of five clinical education courses. Each student will be assigned to a preceptor who directly supervises them as they practice and refine their skills in an athletic training setting. As students display competence with/through the Clinical Integration Proficiencies in Athletic Training, they will be given increased responsibility in directly working with patients.

AT 532, Orthopedic Assessment and Diagnosis II, 3 Units

This is the second of two courses that include an in-depth inquiry into the pathophysiology of injuries to the physically active. This course emphasizes injuries to the upper extremity, head, and cervical spine. Mechanisms of injury will be addressed as well as specific evaluation techniques and methods standard to the practice of athletic training. A laboratory component is included.

AT 534, Biomechanics, 3 Units

This course focuses on qualitative and quantitative analysis of human movement. Screenings and calculations will focus on skills common in sport and physical activity as well as gait analysis by the application of principles of anatomy, kinesiology, and physics.

AT 536, Research Methods II, 3 Units

This is the second of two courses in research methods. The focus of this course is on statistical concepts with the emphasis on correct usage and interpretation, using spreadsheets and computer analysis. In addition, students will have the opportunity to explore advanced research methodology, specific to their chosen research.

AT 538, Clinical Integration II, 2 Units

This is the second of five clinical education courses. Each student will be assigned a preceptor who directly supervises them as they practice and refine their skills in an athletic training setting. As students display competence with/through the Clinical Integration Proficiencies in Athletic Training, they will be given increased responsibility in directly working with patients.

AT 541, Nutrition for Active People, 2 Units

This course focuses on nutrition related to exercise and physical performance. These aspects include the energy systems in exercise, nutritional aspects of substrate utilization (digestion, absorption, metabolism, etc.), assessment of nutritional needs, and diet modification. Dietary development for weight loss, body composition changes, and performance will be covered from a nutritional viewpoint.

AT 543, Strength and Conditioning, 3 Units

This course uses a scientific and integrated approach to the assessment, development, implementation, and management of strengthening and conditioning. A laboratory component is included.

AT 545, Topics in Athletic Training, 3 Units

This course offers students the opportunity to discuss current trends from the literature and practice of athletic training. Topics may include: clinical and classroom learning styles and methods of assessment, emerging evaluation and treatment strategies, alternative medicine, ethics, cultural competence, and technology in medicine.

AT 547, Clinical Integration III, 2 Units

This is the third of five clinical education courses. Each student will be assigned to a preceptor who directly supervises them as they practice and refine their skills in an athletic training setting. As students display competence with/through the Clinical Integration Proficiencies in Athletic Training, they will be given increased responsibility in directly working with patients.

AT 549, Applied Research I, 1 Unit

In this course, students meet with their research team and mentor to identify a clinical question of interest, conduct a literature review, and plan the methods and data collection for their research project.

AT 551, Medical Conditions and Pharmacology, 3 Units

This course covers the knowledge, skills, and values that the entry-level certified athletic trainer must possess to recognize, treat, and refer, when appropriate, the general medical conditions and disabilities of those involved in athletics or other physical activities. Pharmacology is included as related to medical conditions and disabilities of the active, as well as ergogenic aids common to the population. A laboratory component is included.

AT 553, Psychological and Spiritual Aspects of Injury and Illness, 3 Units

The purpose of this course is to provide the necessary knowledge and skills to manage psychosocial issues in athletic training. Psychological and spiritual interventions and referral strategies specific to the role of an athletic trainer will be discussed for common problems such as: eating disorders, anxiety issues, substance abuse, catastrophic injuries, ergogenic aids, peer pressure, depression, and response to injury.

AT 555, Therapeutic Exercise, 3 Units

This course focuses on the theory and operation of various contemporary methods of therapeutic exercise in the rehabilitation of injuries to the physically active. The student is introduced to manual as well as mechanical testing and other primary components of comprehensive rehabilitation designs and implementation, including determining therapeutic goals, progress, and ability to return to participation. A laboratory component is included.

AT 557, Clinical Integration IV, 2 Units

This is the fourth of five clinical education courses. Each student will be assigned to a preceptor who directly supervises them as they practice and refine their skills in an athletic training setting. As students display competence with/through the Clinical Integration Proficiencies in Athletic Training, they will be given increased responsibility in directly working with patients.

AT 559, Applied Research II, 1 Unit

In this course, students meet with their research team and mentor to collect and synthesize data for their research project.

AT 562, Health Care Administration, 3 Units

This course addresses the organization and administration aspects of health care in a variety of athletic training settings including interscholastic, private clinics, and others. Students study topics such as medical record keeping (paper and electronic), facility design and maintenance, leadership strategies, insurance issues, public relations, and legal and ethical issues related to health care.

AT 564, Seminar in Athletic Training, 1 Unit

This course provides an integration of prior coursework and expertise in athletic training preparation for the BOC Certification Exam, and a forum for discussion of current athletic training issues.

AT 568, Clinical Integration V, 2 Units

This is the fifth of five clinical education courses. Each student will be assigned to a preceptor who directly supervises them as they practice and refine their skills in an athletic training setting. As students display competence with/through the Clinical Integration Proficiencies in Athletic Training, they will be given increased responsibility in directly working with patients.

AT 569, Research Capstone, 3 Units

Students will work with their research team and mentor to complete their research project. The project will be presented in print and poster format following appropriate professional guidelines.

PE 509, Special Topics in Physical Education, 3 Units

Students study specific current topics, trends, technologies, or innovative programs in the field of physical education and sport. The course covers theoretical and practical aspects of issues related to new problems or new possibilities for improving and enhancing teaching and learning within the field of physical education and sport.

PE 551, Curriculum Theory and Design in Physical Education, 3 Units

This course offers a practical study of physical education and athletic programs in the K-12 and collegiate setting including the following: a) philosophy, principles, policies, and procedures, and; b) design, management, and implementation in relation to the State Frameworks and Standards. Special emphasis of the course is on the application of a variety of research and instructional strategies in designing a physical education/athletic curriculum at a chosen educational level.

PE 552, History and Philosophy of Physical Education, 3 Units

This course is designed to explore both the historical and philosophical roots of the discipline. Particular attention is given to the time frame of the Antebellum Period to the present day structure of the profession. Philosophy fashions physical education and sport, thus a strong emphasis of different philosophies and their impact on the discipline are examined.

PE 555, Sociological and Ethical Issues in Sport, 3 Units

This course pursues a study of the evolution of sports and its role in American culture. Course topics include sports as a social phenomenon in American culture and ethical issues within the sporting context, including moral reasoning, moral obligation, and fair play in sport. Class topics assist students in evaluating and reinforcing their personal morals, values, and principles as they relate to their professional field.

PE 556, Facility and Event Management, 3 Units

This course will present students with an overview of the design, operations and management of sports facilities and associated special events (both traditional and non-traditional). This course will also provide students with an understanding of managing sports facilities for the community, high school, collegiate, Olympic, and professional levels. Traditional events, non-traditional events, and extreme sports events will be viewed and analyzed.

PE 557A, Field Studies/Internships in Sport Management, 2 Units

This fieldwork course enables students to apply their knowledge, skills, and abilities in a practical setting. The sport industry is one that is a hands-on, applied industry. As such, one of the most crucial dimensions of any successful sport management degree program is its associated practical/experiential learning opportunities. The goal of the APU Sport Management internship course is to provide students with pre-professional, practical experience within a sport management setting. Students will learn under the direction and supervision of an approved sport management professional. Each unit requires 33.3 clock hours of internship experience. This course requires students to complete 100 internship hours in a managed sport setting.

Prerequisites: Completion of all other MS in Physical Education/ sport management and integrated leadership coursework except for PE 584 and PE 589 which can be completed concurrently.

PE 557B, Field Studies/Internships in Sport Management, 1 Unit

This fieldwork course enables students to apply their knowledge, skills, and abilities in a practical setting. The sport industry is one that is a hands-on, applied industry. As such, one of the most crucial dimensions of any successful sport management degree program is its associated practical/experiential learning opportunities. The goal of the APU Sport Management internship course is to provide students with pre-professional, practical experience within a sport management setting. Students will learn under the direction and supervision of an approved sport management professional. Each unit requires 33.3 clock hours of internship experience. This course requires students to complete 100 internship hours in a managed sport setting.

PE 558, Sport Finance, 3 Units

This course is a survey examination of principles of economics, budgeting, and finance as it applies to the sport industry.

PE 560, Sports Medicine, 3 Units

This course is designed for physical educators and coaches to examine sports injuries and accidents and become competent in prevention, assessment, treatment, and basic rehabilitation techniques.

PE 565, Athletics and the Law, 3 Units

This course includes current legal issues confronting the sport industry and enables coaches, athletic directors, fitness experts, and physical educators to develop risk-management strategies that will assist them in setting guidelines, policies, plans, and procedures.

PE 570, Leadership and Administration of Physical Education and Athletic Programs, 3 Units

This course includes a discussion of management theories, philosophy, program development, operations, budgeting, fundraising, personnel, and staff development for the administration of physical education and athletic programs. Students identify and analyze problems unique to the physical education and athletic professions and implement realistic, objective, and workable action plans.

PE 572, Foundations of Sport Management, 3 Units

This course is an overview of multiple areas relating to sport management. This includes: 1) careers and professional perspective; 2) history of sport management; 3) concepts of communication, leadership and management; 4) athletic governance in the K-12, Jr College/ College and University setting; 5) community, youth and professional sport management; and, 6) marketing and sport tourism.

PE 575, Advanced Principles of Physical Conditioning, 3 Units

This course is designed for physical educators, coaches, athletic trainers, and fitness experts to understand and apply the concepts of cardiovascular exercise, muscular strength, flexibility, nutrition, and body weight as it relates to physical education and athletics.

PE 578, Sport Psychology, 3 Units

This course allows the student to examine psychological theories and research related to sport and exercise behavior. The student is introduced to a broad overview of the major topics in the area with opportunity for research, writing, application, and reflection.

PE 580, Wellness and Fitness for Life, 3 Units

This course is designed for the candidate to understand, practice, and teach the physical, emotional, intellectual, occupational, environmental, social, and spiritual components of health and wellness.

PE 582, Seminar in Professional Literature in Physical Education and Sport, 3 Units

This course pursues a study of literature in physical education and sport and includes various topics and current issues related to the changing profession. The student learns to access APU's online library to retrieve reputable sources in physical education and sport and to research and write using APA standards. The student also engages in critical thinking and reflection exercises with application to physical education and sport.

PE 584, Assessment, Technology, and Evaluation in Physical Education, 3 Units

This course gives physical education and exercise science practitioners theoretical and practical knowledge in assessment, technology, and evaluation techniques. Assessment tools are introduced and practiced, including basic statistical concepts, computer/technology applications, and validity/reliability theories. This course allows each student to master and apply the essential content, principles, and concepts necessary to become an effective evaluator in physical education and exercise science. Students complete chapters 1-3 in PE 584, and chapters 4-5 and capstone defense in PE 589. Graduate physical education students must maintain a cumulative GPA of B (3.0) or better, and may not earn lower than a C (2.0) in any PE core or content course. The student must earn a score of "credit" in PE 584 and a B (3.0) in PE 589. PE 584 is the **prerequisite** course to PE 589 (Physical Education and Exercise Science Capstone).

PE 589, Physical Education and Exercise Science Capstone, 3 Units

This advanced course enables physical educators to become more informed consumers and designers of educational research with the planning and implementation of classroom or site-based inquiry. Through integrated research activities, educators, coaches, and exercise science professionals locate, value, select, and appropriately apply educational research. A variety of descriptive data, as well as qualitative and quantitative methods of data gathering, are analyzed resulting in an extensive research project.

PE 597, Structural Kinesiology, 3 Units

This course introduces students to structural kinesiology through an explanation of human movement and human anatomy. Fundamentals of body mechanics are coupled with kinesiological principles for the detection and correction of basic neuromusculoskeletal anomalies.

PE 598, Motor Learning, Development, and Control, 3 Units

This course includes discussion of the relationship between motor development and motor learning and provides a framework for establishing programs that facilitate skill acquisition for learners of all ages. It includes an examination of the development of movement skill in humans from infancy to older adulthood and how differing motor, cognitive, and social abilities affect the learning process of motor skills.

PE 599, Readings in Physical Education, 1-3 Units

This course is an independent study, arranged with a faculty member of the physical education staff.

PE 600, Physical Education Teaching Methods for Individuals with Mild-to-Moderate Disabilities, 3 Units

This course is designed to teach the techniques for the development and implementation of a physical education program for individuals with mild-to-moderate disabilities. Such disabilities include minor-to-moderate health impairments, intellectual disabilities, and emotional disturbances. Observation of one mild/moderate adapted physical education class is included.

Prerequisite: PE 452

PE 602, Physical Education Teaching Methods for Individuals with Severe-to-Profound Disabilities, 3 Units

This course is designed to teach the techniques for the development and implementation of a physical education program for individuals with severe-to-profound disabilities. Such disabilities include severe-to-profound health impairments, intellectual disabilities, and emotional disturbances. Observation of one severe/profound adapted physical education class is included.

Prerequisite: PE 452

PE 604, Motor Assessment for Students Living with Disabilities, 3 Units

This course is designed to teach the techniques for the evaluation and diagnosis of current motor ability levels for individuals with disabilities. Included are assessment methods and development and implementation of Individual Education Plans (IEP) in accordance with state physical education standards.

Prerequisites: PE 600, PE 602; Anatomy and Physiology

PE 605, Management of Adapted Physical Education Programs, 3 Units

This course prepares the adapted physical education specialist to manage the APE Program. This includes modifying traditional PE curricula, performing in-services with the use of technology, understanding service delivery models, understanding the Individuals with Disabilities Education Act, and collaborating with other direct service providers.

Prerequisite: PE 452

PE 606A, Field Experience in Adapted Physical Education, 1 Unit

This is the first fieldwork course for adapted physical education authorization candidates, and is for students who hold a current teaching credential. The course includes 35 hours of supervised practice in teaching individuals with disabilities in small to large groups in public or private agencies or schools.

Prerequisites: PE 600, PE 602, PE 604 and PE 605

PE 606B, Field Experience in Adapted Physical Education, 2 Units

This is the second field experience course for adapted physical education authorization candidates, and is for students who hold a current teaching credential. The course includes 35 hours of supervised practice in teaching individuals with disabilities in small to large groups in public or private agencies or schools.

Prerequisites: PE 600, PE 602, PE 604, and PE 605

Faculty

Department Chair

Sharon Lehman (<http://www.apu.edu/bas/faculty/slehman>), Ed.D.

Athletic Training Program Director and Associate Professor

Christopher Schmidt (<http://www.apu.edu/bas/faculty/cschmidt>), Ph.D., ATC

Physical Education Program Director and Associate Professor

Cindy Tanis (<http://www.apu.edu/bas/faculty/ctanis>), Ph.D., ATC

Clinical Education Coordinator and Assistant Professor

Christy Hancock (<http://www.apu.edu/bas/faculty/chancock>), DAT, ATC, PES, CES

Professor

Cynthia McKnight (<http://www.apu.edu/bas/faculty/cmcknight>), Ph.D., ATC

Associate Professors

Andy Alstot (<http://www.apu.edu/bas/faculty/aalstot>), Ph.D.

Jennifer Livingston (<http://www.apu.edu/bas/faculty/jlivingston>), Ph.D., ATC

Assistant Professor

Greg Bellinder (<http://www.apu.edu/bas/faculty/gbellinder>), M.S.

Master of Science in Athletic Training

For more information: (626) 815-5086

The Master of Science in Athletic Training (MSAT) (<http://www.apu.edu/bas/exercisesport/athletictraining>) is an intense, demanding, and rewarding program of study, a full-time residency program that prepares students for successful completion of the national Board of Certification, Inc. (BOC) (<http://www.bocatc.org>) examination and for careers in athletic training (<http://www.atyourownrisk.org>). Multiple clinical experiences (<http://www.apu.edu/bas/exercisesport/athletictraining/clinical>) provide students with practical learning designed to strengthen professional preparation and career placement, and a Christian worldview is woven throughout the program, giving students a Christ-centered perspective of this service profession.

The MSAT is a 63-unit, two-year program including two 6-week summer terms and four traditional 15-week semesters. Through academic coursework and hands-on clinical experiences integrated with a Christian worldview, students learn to provide immediate and follow-up care to patients while under the direct supervision of a preceptor. Students observe, learn from, and interact with a variety of healthcare personnel and members of the public, including physicians, nurses, physical therapists, patients, athletes, coaches, and parents.

Students enrolled in this program complete coursework in the areas of acute care and emergency management of injuries, orthopedic assessment and diagnosis, therapeutic modalities, therapeutic exercise, biomechanics, pharmacology, general medical conditions, strength and conditioning, healthcare administration, psychological and spiritual aspects of injury and illness, and research methodology.

Program requirements are in compliance with the standards established by the Commission on Accreditation of Athletic Training Education (CAATE) (<http://www.caate.net>). Students who apply must successfully complete prerequisite courses and other admissions requirements prior to enrolling. Following completion of the program, students are eligible to sit for the BOC examination to become a certified athletic trainer.

Mission Statement

The mission of the Master of Science in Athletic Training (MSAT) program is to fully equip athletic training students with a quality education that includes a Christian perspective to become lifelong learners. The program incorporates current research and scholarly instruction in both the clinical and didactic portions of the program, preparing athletic training students to enter the profession as entry-level athletic trainers upon successfully passing the BOC examination.

Values and Beliefs

We value:

1. The use of Christian principles in teaching and athletic training.

2. Student-centered teaching and learning, and providing all the resources necessary to equip students to enter the athletic training profession.
3. Experiential and clinical learning with impact on the greater community.
4. Educating the whole student: spiritually, intellectually, and physically.

Goals

1. To provide an accredited athletic training program in a Christian environment for athletic training students seeking Board of Certification, Inc. certification.
2. To offer diverse clinical education experiences that expose athletic training students to the variety of employment settings available in the field of athletic training.
3. To produce entry-level athletic training professionals who conduct themselves ethically and make decisions using a Christian worldview.

Objectives

1. To provide athletic training students with the required knowledge and skills to become competent entry-level athletic trainers.
2. To assist athletic training students in becoming true servants of God as they minister to injured persons.
3. To provide athletic training students with the ability to critically analyze evaluation, treatment, and rehabilitation protocols to ensure efficient and high-quality care for every athlete/patient/client.
4. To help athletic training students learn how to effectively communicate and interact with others.
5. To foster an understanding of multiple perspectives to facilitate learning, particularly within the clinical setting.
6. To impart the ability to make informed decisions regarding the prescribed standards of practice and ethics in the profession of athletic training.
7. To equip athletic training students with the skills necessary to seek, assimilate, analyze, and interpret data and other information vital to continued growth and understanding of the ever-changing field of athletic training.

Student Learning Outcomes

1. Students will acquire and apply cognitive and psychomotor competencies and clinical proficiencies to become competent entry-level athletic trainers, as defined in *Athletic Training Education Competencies*, 5th edition (NATA, 2011) by the National Athletic Trainers' Association (<https://www.nata.org>).
2. Students will describe, design, analyze, and assess evaluation, treatment, and rehabilitation protocols to ensure efficient and high-quality care for every patient.
3. Students will apply athletic training competencies and proficiencies in a variety of clinical settings with diverse patient populations.
4. Students will communicate (in written and verbal format) and interact effectively with peers, medical professionals, injured individuals, and others with whom they come into contact.
5. Students will utilize evidenced-based practice to make decisions in the application of athletic training competencies and proficiencies.
6. Students will operate modern technology in the practice of athletic training.
7. Students will describe and integrate relevant standards of professional practice and codes of ethics from the profession of athletic training to formulate clinical decisions.
8. Students will examine a Christian worldview as it relates to the care of injured persons.

Admission Requirements

University graduate admission and program acceptance requirements must be met before an application is complete (see Admission to the University (p. 13) section of this catalog).

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

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

Prerequisite Courses

The following prerequisites must be completed before entry:

BIOLOGY: Two required courses

Human Anatomy with lab

Human Physiology with lab

ADDITIONAL COURSES: (recommended, but not required)

Exercise Physiology with lab

Research Methods

Other Admission Criteria

- Applications are accepted on a year-round, rolling admission basis. However, to ensure consideration for the summer start date, completed applications should be submitted early in the admission cycle.
- No more than 20 percent (13 units) of the total amount of units for this program may be transferred in from a comparable graduate program. Each request will be evaluated according to the established transfer credit requirements. Refer to the Transfer Credit (<http://catalog.apu.edu/graduateprofessional/academic-policies-procedures/transfer-credit>) requirements listed in the Academic Policies and Procedures (<http://catalog.apu.edu/graduateprofessional/academic-policies-procedures>) section of the Graduate and Professional Catalog. Specific questions regarding eligibility for transfer credit can be directed to the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter>) at (626) 815-4570.
- Once admitted into the program, the following items are required:
 1. A nonrefundable deposit of \$500 for the program is due within 21 days of receipt of the acceptance letter. This will be applied to the first term's tuition fee.
 2. Documentation of the following up-to-date immunizations: HBV series, MMR, Tdap, chicken pox, and meningococcal.
 3. Verification of a recent (within the last 12 months) negative TB test.
 4. Copy (with instructor's signature or QR code) of current, valid certification card(s) for Adult, Child, and Infant CPR.
 5. Copy (with instructor's signature or QR code) of current, valid certification card for Standard First Aid.
 6. Documentation of ability to meet MSAT Technical Standards (http://www.apu.edu/live_data/files/241/msat_technical_standards.pdf) (PDF) with or without reasonable accommodations.
 7. A signed copy of the MSAT Oath of Confidentiality (http://www.apu.edu/live_data/files/241/msat_oath_of_confidentiality.pdf) (PDF) regarding all medical information.
 8. A signed copy of the MSAT Communicable Disease Policy (http://www.apu.edu/live_data/files/241/msat_communicable_disease_policy.pdf) (PDF).

Materials should be submitted to:

Graduate and Professional 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) 815-4571
 gpadmissions@apu.edu
 apu.edu/gpc

International applicants send additional forms 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
 apu.edu/international

In addition to meeting the admission requirements, students whose first language is not English must meet the required English proficiency standard as demonstrated by passing the following minimum international iBT (internet-based TOEFL) scores:

Reading: 25

Speaking: 25

Writing: 25

Listening: 25

All international students must complete international student applications, which must be approved through APU's Office of International Enrollment Services (<http://www.apu.edu/international/enrollment>).

Course Requirements

Year 1, Summer (6 weeks)

| | | |
|--------|---------------------------------------|---|
| AT 511 | Foundations of Athletic Training | 5 |
| AT 515 | Anatomical Basis of Athletic Training | 4 |

Year 1, Fall (15 weeks)

| | | |
|--------|---------------------------------------|---|
| AT 521 | Orthopedic Assessment and Diagnosis I | 3 |
| AT 523 | Therapeutic Modalities | 3 |
| AT 525 | Research Methods I | 3 |
| AT 527 | Clinical Integration I | 2 |

Year 1, Spring (15 weeks)

| | | |
|--------|--|---|
| AT 532 | Orthopedic Assessment and Diagnosis II | 3 |
| AT 534 | Biomechanics | 3 |
| AT 536 | Research Methods II | 3 |
| AT 538 | Clinical Integration II | 2 |

Year 2, Summer (6 weeks)

| | | |
|--------|-----------------------------|---|
| AT 541 | Nutrition for Active People | 2 |
| AT 543 | Strength and Conditioning | 3 |
| AT 545 | Topics in Athletic Training | 3 |
| AT 547 | Clinical Integration III | 2 |
| AT 549 | Applied Research I | 1 |

Year 2, Fall (15 weeks)

| | | |
|--------|---|---|
| AT 551 | Medical Conditions and Pharmacology | 3 |
| AT 553 | Psychological and Spiritual Aspects of Injury and Illness | 3 |
| AT 555 | Therapeutic Exercise | 3 |
| AT 557 | Clinical Integration IV | 2 |
| AT 559 | Applied Research II | 1 |

Year 2, Spring (15 weeks)

| | | |
|--------|------------------------------|---|
| AT 562 | Health Care Administration | 3 |
| AT 564 | Seminar in Athletic Training | 1 |
| AT 568 | Clinical Integration V | 2 |
| AT 569 | Thesis | 3 |

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|-------------|--|----|
| Total Units | | 63 |
|-------------|--|----|

Clinical Education

Clinical education experiences provide students with the opportunity to practice and integrate their cognitive learning with the associated psychomotor skill requirements of the profession, to develop entry-level clinical proficiency and professional behavior required of an athletic trainer as defined in *Athletic Training Education Competencies*. These clinical experiences are completed under the direct supervision of a qualified preceptor in an appropriate clinical setting. The primary settings for clinical experiences include athletic training and allied healthcare facilities, athletic practices, and competitive events. Ample opportunities are provided for students to gain clinical experience associated with a variety of populations including both genders, diverse age groups, and varying levels of risk, protective equipment, and medical experiences that address the continuum of care that would prepare students to function in a variety of settings and meet the domains of practice delineated for a certified athletic trainer.

Clinical experiences are accomplished through several clinical rotation assignments that expose students to a variety of athletic training settings, sports, and patient populations. Clinical rotations include a diversity of professional settings such as on-campus varsity athletics, high schools, colleges, professional sports, physician offices, and rehabilitative clinics. Students complete multiple rotations purposefully scheduled to complement coursework, introduce students to several types of employment settings, and provide perspectives from multiple professionals.

As required by CAATE, specific policies governing minimum and maximum clinical hours requirements have been established. Students are required to complete a minimum of 100 hours per semester in each Clinical Integration course and achieve a minimum of 1,000 hours total of clinical experience for graduation.

Graduation Requirements

Graduation requirements include successfully completing all coursework with at least a 3.0 GPA and a B- or better in all classes. See Grading (p. 33) and Academic Probation and Dismissal (p. 25) in the Academic Policies and Procedures (p. 23) section of this catalog.

Additional graduation requirements include:

1. Completion of all Clinical Integration Proficiencies.
2. Completion of all required professional education credits (attendance and participation in regional and national athletic training conferences, in-services, community service events).

AT 511, Foundations of Athletic Training, 5 Units

This course provides students with basic information and skills necessary in the clinical practice of athletic training. Topics include acute care, risk management, orthopedic taping and wrapping, and equipment fitting. Students will also learn the roles and responsibilities of a certified athletic trainer and the sports medicine team. Students are also introduced to evidence-based practice concepts. A laboratory component is included.

AT 515, Anatomical Basis of Athletic Training, 4 Units

This course provides an in-depth look at human anatomy, with an emphasis on musculoskeletal anatomy, functional anatomy, and basic kinesiology principles. The lab component will include the use of cadavers.

AT 521, Orthopedic Assessment and Diagnosis I, 3 Units

This is the first of two courses that include an in-depth inquiry into the pathophysiology of injuries to the physically active. This course emphasizes injuries to the trunk and lower extremity. Mechanisms of injury will be addressed as well as specific evaluation techniques and methods standard to the practice of athletic training. A laboratory component is included.

AT 523, Therapeutic Modalities, 3 Units

This course focuses on the theory and operation of various therapeutic modalities as they relate to the healing process and are used in the treatment of injuries to physically active individuals. Included are hydrotherapy, electrotherapy, thermotherapy, cryotherapy, therapeutic massage, and other manual and mechanical techniques. A laboratory component is included.

AT 525, Research Methods I, 3 Units

This is the first of two courses in research methodology. The focus of this course is on the critical reading of athletic training and sports medicine literature, the interpretation of research, and the analysis of research methodology appropriate to the field. In addition, students will create a research proposal as the first step toward their thesis.

AT 527, Clinical Integration I, 2 Units

This is the first of five clinical education courses. Each student will be assigned to a preceptor who directly supervises them as they practice and refine their skills in an athletic training setting. As students display competence with/through the Clinical Integration Proficiencies in Athletic Training, they will be given increased responsibility in directly working with patients.

AT 532, Orthopedic Assessment and Diagnosis II, 3 Units

This is the second of two courses that include an in-depth inquiry into the pathophysiology of injuries to the physically active. This course emphasizes injuries to the upper extremity, head, and cervical spine. Mechanisms of injury will be addressed as well as specific evaluation techniques and methods standard to the practice of athletic training. A laboratory component is included.

AT 534, Biomechanics, 3 Units

This course focuses on qualitative and quantitative analysis of human movement. Screenings and calculations will focus on skills common in sport and physical activity as well as gait analysis by the application of principles of anatomy, kinesiology, and physics.

AT 536, Research Methods II, 3 Units

This is the second of two courses in research methods. The focus of this course is on statistical concepts with the emphasis on correct usage and interpretation, using spreadsheets and computer analysis. In addition, students will have the opportunity to explore advanced research methodology, specific to their chosen research.

AT 538, Clinical Integration II, 2 Units

This is the second of five clinical education courses. Each student will be assigned a preceptor who directly supervises them as they practice and refine their skills in an athletic training setting. As students display competence with/through the Clinical Integration Proficiencies in Athletic Training, they will be given increased responsibility in directly working with patients.

AT 541, Nutrition for Active People, 2 Units

This course focuses on nutrition related to exercise and physical performance. These aspects include the energy systems in exercise, nutritional aspects of substrate utilization (digestion, absorption, metabolism, etc.), assessment of nutritional needs, and diet modification. Dietary development for weight loss, body composition changes, and performance will be covered from a nutritional viewpoint.

AT 543, Strength and Conditioning, 3 Units

This course uses a scientific and integrated approach to the assessment, development, implementation, and management of strengthening and conditioning. A laboratory component is included.

AT 545, Topics in Athletic Training, 3 Units

This course offers students the opportunity to discuss current trends from the literature and practice of athletic training. Topics may include: clinical and classroom learning styles and methods of assessment, emerging evaluation and treatment strategies, alternative medicine, ethics, cultural competence, and technology in medicine.

AT 547, Clinical Integration III, 2 Units

This is the third of five clinical education courses. Each student will be assigned to a preceptor who directly supervises them as they practice and refine their skills in an athletic training setting. As students display competence with/through the Clinical Integration Proficiencies in Athletic Training, they will be given increased responsibility in directly working with patients.

AT 549, Applied Research I, 1 Unit

In this course, students meet with their research team and mentor to identify a clinical question of interest, conduct a literature review, and plan the methods and data collection for their research project.

AT 551, Medical Conditions and Pharmacology, 3 Units

This course covers the knowledge, skills, and values that the entry-level certified athletic trainer must possess to recognize, treat, and refer, when appropriate, the general medical conditions and disabilities of those involved in athletics or other physical activities. Pharmacology is included as related to medical conditions and disabilities of the active, as well as ergogenic aids common to the population. A laboratory component is included.

AT 553, Psychological and Spiritual Aspects of Injury and Illness, 3 Units

The purpose of this course is to provide the necessary knowledge and skills to manage psychosocial issues in athletic training. Psychological and spiritual interventions and referral strategies specific to the role of an athletic trainer will be discussed for common problems such as: eating disorders, anxiety issues, substance abuse, catastrophic injuries, ergogenic aids, peer pressure, depression, and response to injury.

AT 555, Therapeutic Exercise, 3 Units

This course focuses on the theory and operation of various contemporary methods of therapeutic exercise in the rehabilitation of injuries to the physically active. The student is introduced to manual as well as mechanical testing and other primary components of comprehensive rehabilitation designs and implementation, including determining therapeutic goals, progress, and ability to return to participation. A laboratory component is included.

AT 557, Clinical Integration IV, 2 Units

This is the fourth of five clinical education courses. Each student will be assigned to a preceptor who directly supervises them as they practice and refine their skills in an athletic training setting. As students display competence with/through the Clinical Integration Proficiencies in Athletic Training, they will be given increased responsibility in directly working with patients.

AT 559, Applied Research II, 1 Unit

In this course, students meet with their research team and mentor to collect and synthesize data for their research project.

AT 562, Health Care Administration, 3 Units

This course addresses the organization and administration aspects of health care in a variety of athletic training settings including interscholastic, private clinics, and others. Students study topics such as medical record keeping (paper and electronic), facility design and maintenance, leadership strategies, insurance issues, public relations, and legal and ethical issues related to health care.

AT 564, Seminar in Athletic Training, 1 Unit

This course provides an integration of prior coursework and expertise in athletic training preparation for the BOC Certification Exam, and a forum for discussion of current athletic training issues.

AT 568, Clinical Integration V, 2 Units

This is the fifth of five clinical education courses. Each student will be assigned to a preceptor who directly supervises them as they practice and refine their skills in an athletic training setting. As students display competence with/through the Clinical Integration Proficiencies in Athletic Training, they will be given increased responsibility in directly working with patients.

AT 569, Research Capstone, 3 Units

Students will work with their research team and mentor to complete their research project. The project will be presented in print and poster format following appropriate professional guidelines.

Faculty

Professor

Cynthia McKnight (<http://www.apu.edu/bas/faculty/cmcknight>), Ph.D., ATC

Associate Professors

Christopher Schmidt (<http://www.apu.edu/bas/faculty/cschtmidt>), Ph.D., ATC

Jennifer Livingston (<http://www.apu.edu/bas/faculty/jlivingston>), Ph.D., ATC

Assistant Professor

Christy Hancock (<http://www.apu.edu/bas/faculty/chancock>), DAT, ATC

Master of Science in Physical Education (Also Online)

(626) 815-5473

The Master of Science in Physical Education equips candidates with the knowledge and skills needed to instruct physical education, administrate athletic programs, and coach at the K-12, junior college, and four-year university levels. The goal of this academic program is to develop candidates' awareness of the process involved in effecting change in the lives of people they will serve. This is achieved through the mastery of professional skills and knowledge and the integration of teaching, coaching, and administrative techniques and strategies.

Mission Statement

The Master of Science in Physical Education program at Azusa Pacific University comprises a Christian community of scholarly believers who seek to advance the work of God in schools of all levels by effectively training physical educators, coaches, athletic administrators, and exercise science professionals in knowledge and skills through academic excellence and a Christian perspective of truth and life.

This program is offered at the following locations:

- Azusa
- Online

Prerequisites

- Twelve semester units of undergraduate coursework in education, or a baccalaureate degree or concentration in physical education.
- For each year of verified, full-time teaching or coaching experience, 3 units of prerequisites may be waived.
- Students pursuing a teaching credential should refer to the Division of Teacher Education (p. 327) prior to applying to the physical education program.

Course Requirements

- Master of Science in Physical Education (p. 208)
- Master of Science in Physical Education (Online) (p. 209)
- Master of Science in Physical Education with an Emphasis in Sport Management (p. 209)
- Master of Science in Physical Education with an Emphasis in Sport Management (Online) (p. 210)

Course Requirements for the Master of Science in Physical Education¹

| Code | Title | Units |
|-----------------------------------|---|-----------|
| Core Courses | | 12 |
| PE 551 | Curriculum Theory and Design in Physical Education | |
| PE 552 | History and Philosophy of Physical Education | |
| PE 582 | Seminar in Professional Literature in Physical Education and Sport | |
| Research Project Component | | 3 |
| PE 584 | Assessment, Technology and Evaluation in Physical Education ^{2, 3} | |
| PE 589 | Physical Education and Exercise Science Capstone ^{2, 3} | |
| Content Courses | | 21 |
| PE 555 | Sociological and Ethical Issues in Sport | |
| PE 560 | Sports Medicine | |
| PE 565 | Athletics and the Law | |
| PE 570 | Leadership and Administration of Physical Education and Athletic Programs | |
| PE 575 | Advanced Principles of Physical Conditioning | |
| PE 578 | Sport Psychology | |
| PE 580 | Wellness and Fitness for Life | |

| | |
|-------------------------|-----|
| Approved transfer units | 3-6 |
| Total Units | 36 |

- ¹ Graduate physical education students must maintain a cumulative GPA of 3.0 (*B*) or better, and may not earn lower than a 2.0 (*C*) in any PE core or elective course.
- ² Students must earn a "credit" in PE 584 and 3.0 (*B*) or better in PE 589.
- ³ PE 584 and PE 589 must be completed consecutively, during the final two terms of the program, after all other coursework is fulfilled.

Course Requirements for the Master of Science in Physical Education with an Emphasis in Sport Management¹

| Code | Title | Units |
|-----------------------------------|---|-----------|
| Core Courses | | 9 |
| PE 551 | Curriculum Theory and Design in Physical Education | |
| PE 552 | History and Philosophy of Physical Education | |
| PE 582 | Seminar in Professional Literature in Physical Education and Sport | |
| Research Project Component | | 6 |
| PE 584 | Assessment, Technology, and Evaluation in Physical Education ^{2, 3} | |
| PE 589 | Physical Education and Exercise Science Capstone ^{2, 3} | |
| Content Courses | | 21 |
| PE 555 | Sociological and Ethical Issues in Sport | |
| PE 556 | Facility and Event Management | |
| PE 557A | Field Studies/Internships in Sport Management ⁴ | |
| PE 557B | Field Studies/Internships in Sport Management (Internship requires approval) ⁴ | |
| PE 558 | Sport Finance | |
| PE 565 | Athletics and the Law | |
| PE 572 | Foundations of Sport Management | |
| PE 570 | Leadership and Administration of Physical Education and Athletic Programs | |
| Total Units | | 36 |

- ¹ Graduate physical education students must maintain a cumulative GPA of 3.0 (*B*) or better, and may not earn lower than a 2.0 (*C*) in any PE core or elective course.
- ² Students must earn a "credit" in PE 584 and 3.0 (*B*) or better in PE 589.
- ³ PE 584 and PE 589 must be completed consecutively, after all other GPE and sport management coursework is fulfilled.
- ⁴ PE 557A and PE 557B must be completed consecutively, after all other sport management content coursework is fulfilled. May be completed concurrently with PE 584 and PE 589.

Course Requirements for the Master of Science in Physical Education (Online)¹

| Code | Title | Units |
|-----------------------------------|---|-----------|
| Core Courses | | 12 |
| PE 551 | Curriculum Theory and Design in Physical Education | |
| PE 552 | History and Philosophy of Physical Education | |
| PE 582 | Seminar in Professional Literature in Physical Education and Sport | |
| Research Project Component | | 3 |
| PE 584 | Assessment, Technology and Evaluation in Physical Education ^{2, 3} | |
| PE 589 | Physical Education and Exercise Science Capstone ^{2, 3} | |
| Content Courses | | 21 |
| PE 555 | Sociological and Ethical Issues in Sport | |
| PE 560 | Sports Medicine | |
| PE 565 | Athletics and the Law | |
| PE 570 | Leadership and Administration of Physical Education and Athletic Programs | |
| PE 575 | Advanced Principles of Physical Conditioning | |
| PE 578 | Sport Psychology | |
| PE 580 | Wellness and Fitness for Life | |

| | |
|-------------------------|-----|
| Approved transfer units | 3-6 |
| Total Units | 36 |

- ¹ Graduate physical education students must maintain a cumulative GPA of 3.0 (*B*) or better, and may not earn lower than a 2.0 (*C*) in any PE core or elective course.
- ² Students must earn a "credit" in PE 584 and 3.0 (*B*) or better in PE 589.
- ³ PE 584 and PE 589 must be completed consecutively, during the final two terms of the program, after all other coursework is fulfilled.

Course Requirements for the Master of Science in Physical Education with an Emphasis in Sport Management (Online)¹

| Code | Title | Units |
|-------------------------|--|-----------|
| Core Courses | | 9 |
| PE 551 | Curriculum Theory and Design in Physical Education | |
| PE 552 | History and Philosophy of Physical Education | |
| PE 582 | Seminar in Professional Literature in Physical Education and Sport | |
| Research Project | | 6 |
| PE 584 | Assessment, Technology, and Evaluation in Physical Education ^{2, 3} | |
| PE 589 | Physical Education and Exercise Science Capstone ^{2, 3} | |
| Content Courses | | 21 |
| PE 555 | Sociological and Ethical Issues in Sport | |
| PE 556 | Facility and Event Management | |
| PE 565 | Athletics and the Law | |
| PE 570 | Leadership and Administration of Physical Education and Athletic Programs | |
| PE 557A | Field Studies/Internships in Sport Management ⁴ | |
| PE 557B | Field Studies/Internships in Sport Management ⁴ | |
| PE 558 | Sport Finance | |
| PE 572 | Foundations of Sport Management | |
| Total Units | | 36 |

- ¹ Graduate physical education students must maintain a cumulative GPA of 3.0 (*B*) or better, and may not earn lower than a 2.0 (*C*) in any PE core or elective course.
- ² Students must earn a "credit" in PE 584 and 3.0 (*B*) or better in PE 589.
- ³ PE 584 and PE 589 must be completed consecutively, after all other GPE and sport management coursework is fulfilled.
- ⁴ PE 557A and PE 557B must be completed consecutively, after all other sport management content coursework is fulfilled. May be completed concurrently with PE 584 and PE 589.

PE 509, Special Topics in Physical Education, 3 Units

Students study specific current topics, trends, technologies, or innovative programs in the field of physical education and sport. The course covers theoretical and practical aspects of issues related to new problems or new possibilities for improving and enhancing teaching and learning within the field of physical education and sport.

PE 551, Curriculum Theory and Design in Physical Education, 3 Units

This course offers a practical study of physical education and athletic programs in the K-12 and collegiate setting including the following: a) philosophy, principles, policies, and procedures, and; b) design, management, and implementation in relation to the State Frameworks and Standards. Special emphasis of the course is on the application of a variety of research and instructional strategies in designing a physical education/athletic curriculum at a chosen educational level.

PE 552, History and Philosophy of Physical Education, 3 Units

This course is designed to explore both the historical and philosophical roots of the discipline. Particular attention is given to the time frame of the Antebellum Period to the present day structure of the profession. Philosophy fashions physical education and sport, thus a strong emphasis of different philosophies and their impact on the discipline are examined.

PE 555, Sociological and Ethical Issues in Sport, 3 Units

This course pursues a study of the evolution of sports and its role in American culture. Course topics include sports as a social phenomenon in American culture and ethical issues within the sporting context, including moral reasoning, moral obligation, and fair play in sport. Class topics assist students in evaluating and reinforcing their personal morals, values, and principles as they relate to their professional field.

PE 556, Facility and Event Management, 3 Units

This course will present students with an overview of the design, operations and management of sports facilities and associated special events (both traditional and non-traditional). This course will also provide students with an understanding of managing sports facilities for the community, high school, collegiate, Olympic, and professional levels. Traditional events, non-traditional events, and extreme sports events will be viewed and analyzed.

PE 557A, Field Studies/Internships in Sport Management, 2 Units

This fieldwork course enables students to apply their knowledge, skills, and abilities in a practical setting. The sport industry is one that is a hands-on, applied industry. As such, one of the most crucial dimensions of any successful sport management degree program is its associated practical/experiential learning opportunities. The goal of the APU Sport Management internship course is to provide students with pre-professional, practical experience within a sport management setting. Students will learn under the direction and supervision of an approved sport management professional. Each unit requires 33.3 clock hours of internship experience. This course requires students to complete 100 internship hours in a managed sport setting.

Prerequisites: Completion of all other MS in Physical Education/ sport management and integrated leadership coursework except for PE 584 and PE 589 which can be completed concurrently.

PE 557B, Field Studies/Internships in Sport Management, 1 Unit

This fieldwork course enables students to apply their knowledge, skills, and abilities in a practical setting. The sport industry is one that is a hands-on, applied industry. As such, one of the most crucial dimensions of any successful sport management degree program is its associated practical/experiential learning opportunities. The goal of the APU Sport Management internship course is to provide students with pre-professional, practical experience within a sport management setting. Students will learn under the direction and supervision of an approved sport management professional. Each unit requires 33.3 clock hours of internship experience. This course requires students to complete 100 internship hours in a managed sport setting.

PE 558, Sport Finance, 3 Units

This course is a survey examination of principles of economics, budgeting, and finance as it applies to the sport industry.

PE 560, Sports Medicine, 3 Units

This course is designed for physical educators and coaches to examine sports injuries and accidents and become competent in prevention, assessment, treatment, and basic rehabilitation techniques.

PE 565, Athletics and the Law, 3 Units

This course includes current legal issues confronting the sport industry and enables coaches, athletic directors, fitness experts, and physical educators to develop risk-management strategies that will assist them in setting guidelines, policies, plans, and procedures.

PE 570, Leadership and Administration of Physical Education and Athletic Programs, 3 Units

This course includes a discussion of management theories, philosophy, program development, operations, budgeting, fundraising, personnel, and staff development for the administration of physical education and athletic programs. Students identify and analyze problems unique to the physical education and athletic professions and implement realistic, objective, and workable action plans.

PE 572, Foundations of Sport Management, 3 Units

This course is an overview of multiple areas relating to sport management. This includes: 1) careers and professional perspective; 2) history of sport management; 3) concepts of communication, leadership and management; 4) athletic governance in the K-12, Jr College/ College and University setting; 5) community, youth and professional sport management; and, 6) marketing and sport tourism.

PE 575, Advanced Principles of Physical Conditioning, 3 Units

This course is designed for physical educators, coaches, athletic trainers, and fitness experts to understand and apply the concepts of cardiovascular exercise, muscular strength, flexibility, nutrition, and body weight as it relates to physical education and athletics.

PE 578, Sport Psychology, 3 Units

This course allows the student to examine psychological theories and research related to sport and exercise behavior. The student is introduced to a broad overview of the major topics in the area with opportunity for research, writing, application, and reflection.

PE 580, Wellness and Fitness for Life, 3 Units

This course is designed for the candidate to understand, practice, and teach the physical, emotional, intellectual, occupational, environmental, social, and spiritual components of health and wellness.

PE 582, Seminar in Professional Literature in Physical Education and Sport, 3 Units

This course pursues a study of literature in physical education and sport and includes various topics and current issues related to the changing profession. The student learns to access APU's online library to retrieve reputable sources in physical education and sport and to research and write using APA standards. The student also engages in critical thinking and reflection exercises with application to physical education and sport.

PE 584, Assessment, Technology, and Evaluation in Physical Education, 3 Units

This course gives physical education and exercise science practitioners theoretical and practical knowledge in assessment, technology, and evaluation techniques. Assessment tools are introduced and practiced, including basic statistical concepts, computer/technology applications, and validity/reliability theories. This course allows each student to master and apply the essential content, principles, and concepts necessary to become an effective evaluator in physical education and exercise science. Students complete chapters 1-3 in PE 584, and chapters 4-5 and capstone defense in PE 589. Graduate physical education students must maintain a cumulative GPA of B (3.0) or better, and may not earn lower than a C (2.0) in any PE core or content course. The student must earn a score of "credit" in PE 584 and a B (3.0) in PE 589. PE 584 is the **prerequisite** course to PE 589 (Physical Education and Exercise Science Capstone).

PE 589, Physical Education and Exercise Science Capstone, 3 Units

This advanced course enables physical educators to become more informed consumers and designers of educational research with the planning and implementation of classroom or site-based inquiry. Through integrated research activities, educators, coaches, and exercise science professionals locate, value, select, and appropriately apply educational research. A variety of descriptive data, as well as qualitative and quantitative methods of data gathering, are analyzed resulting in an extensive research project.

PE 597, Structural Kinesiology, 3 Units

This course introduces students to structural kinesiology through an explanation of human movement and human anatomy. Fundamentals of body mechanics are coupled with kinesiological principles for the detection and correction of basic neuromusculoskeletal anomalies.

PE 598, Motor Learning, Development, and Control, 3 Units

This course includes discussion of the relationship between motor development and motor learning and provides a framework for establishing programs that facilitate skill acquisition for learners of all ages. It includes an examination of the development of movement skill in humans from infancy to older adulthood and how differing motor, cognitive, and social abilities affect the learning process of motor skills.

PE 599, Readings in Physical Education, 1-3 Units

This course is an independent study, arranged with a faculty member of the physical education staff.

PE 600, Physical Education Teaching Methods for Individuals with Mild-to-Moderate Disabilities, 3 Units

This course is designed to teach the techniques for the development and implementation of a physical education program for individuals with mild-to-moderate disabilities. Such disabilities include minor-to-moderate health impairments, intellectual disabilities, and emotional disturbances. Observation of one mild/moderate adapted physical education class is included.

Prerequisite: PE 452

PE 602, Physical Education Teaching Methods for Individuals with Severe-to-Profound Disabilities, 3 Units

This course is designed to teach the techniques for the development and implementation of a physical education program for individuals with severe-to-profound disabilities. Such disabilities include severe-to-profound health impairments, intellectual disabilities, and emotional disturbances. Observation of one severe/profound adapted physical education class is included.

Prerequisite: PE 452

PE 604, Motor Assessment for Students Living with Disabilities, 3 Units

This course is designed to teach the techniques for the evaluation and diagnosis of current motor ability levels for individuals with disabilities. Included are assessment methods and development and implementation of Individual Education Plans (IEP) in accordance with state physical education standards.

Prerequisites: PE 600, PE 602; Anatomy and Physiology

PE 605, Management of Adapted Physical Education Programs, 3 Units

This course prepares the adapted physical education specialist to manage the APE Program. This includes modifying traditional PE curricula, performing in-services with the use of technology, understanding service delivery models, understanding the Individuals with Disabilities Education Act, and collaborating with other direct service providers.

Prerequisite: PE 452

PE 606A, Field Experience in Adapted Physical Education, 1 Unit

This is the first fieldwork course for adapted physical education authorization candidates, and is for students who hold a current teaching credential. The course includes 35 hours of supervised practice in teaching individuals with disabilities in small to large groups in public or private agencies or schools.

Prerequisites: PE 600, PE 602, PE 604 and PE 605

PE 606B, Field Experience in Adapted Physical Education, 2 Units

This is the second field experience course for adapted physical education authorization candidates, and is for students who hold a current teaching credential. The course includes 35 hours of supervised practice in teaching individuals with disabilities in small to large groups in public or private agencies or schools.

Prerequisites: PE 600, PE 602, PE 604, and PE 605

Master of Arts in Physical Education and Single Subject Teaching Credential

Graduate Physical Education: (626) 815-5473

Department of Teacher Education: (626) 815-6018

The Master of Arts in Physical Education and 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 Single Subject Teaching Credential may be completed in the subject area of physical education. It includes comprehensive foundations courses emphasizing methods alongside specialization courses providing content required for the California Single Subject Preliminary Teaching Credential, as well as practical classroom and fieldwork experiences and advanced coursework in the emphasis area of physical education. The mode of delivery includes campus-based classes, field experiences, and online courses, but predominantly includes face-to-face courses.

The Master of Arts in Physical Education and Single Subject Teaching Credential is approved by the California Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP). 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 in physical education or passage of appropriate California Subject Examination for Teachers (CSET) physical education sub-tests. Upon completion, the credential candidate will have earned both a California Single Subject Preliminary Teaching Credential in physical education and a Master of Arts in Physical Education.

| Code | Title | Units |
|--|---|-------|
| Foundation Courses ¹ | | |
| TESP 501 | Art of Teaching I: Foundations of Teaching | 3 |
| TESP 511 | Art of Teaching II: Pedagogy and Instructional Design | 3 |
| TESP 502 | Science of Teaching I: How Students Learn | 3 |
| TESP 512 | Science of Teaching II: Effective Assessment Strategies for All Learners | 3 |
| TESP 503 | The Soul of Teaching: Finding One's Place in the Tapestry of American Education | 3 |
| TESP 504 | Schools and Educational Systems | 3 |
| Specialization Courses | | |
| TEP 531 | Methods of Teaching Reading and Writing (7-12) | 3 |
| TEP 532 | Secondary Pedagogy I: Teaching in Secondary Schools | 2 |
| TEP 533 | The Differentiated Classroom: Maximizing Capacity of Each Learner, Grades 7-12 | 3 |
| TEP 534 | Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment | 2 |
| TEP 561 | Clinical Practice I: Single Subject Credential | 2 |
| TEP 562 | Clinical Practice II: Single Subject Credential | 2 |
| Emphasis Core Classes ² | | |
| PE 551 | Curriculum Theory and Design in Physical Education | 3 |
| PE 582 | Seminar in Professional Literature in Physical Education and Sport | 3 |
| Emphasis Teaching/Coaching Courses (complete one) | | 3 |
| PE 555 | Sociological and Ethical Issues in Sport | |
| PE 565 | Athletics and the Law | |
| PE 570 | Leadership and Administration of Physical Education and Athletic Programs | |
| PE 578 | Sport Psychology | |
| Emphasis Health Science Courses (Complete one) | | 3 |
| PE 560 | Sports Medicine | |
| PE 575 | Advanced Principles of Physical Conditioning | |
| PE 580 | Wellness and Fitness for Life | |
| Final Capstone Courses | | |
| PE 584 | Assessment, Technology, and Evaluation in Physical Education ^{3,4} | 3 |
| PE 589 | Physical Education and Exercise Science Capstone ^{3,4} | 3 |
| Total Units | | 50 |

¹ All Foundation Courses must be completed prior to beginning clinical practice.

² Graduate physical education students must maintain a cumulative GPA of 3.0 (B) or better, and may not earn lower than a 2.0 (C) in any PE core or elective course.

³ Students must earn a "credit" score in PE 584 and a minimum 3.0 (B) in PE 589.

⁴ PE 584 and PE 589 must be completed consecutively, during the final two terms of the program, after all other coursework is fulfilled.

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

(626) 815-6176

The Master of Arts in Physical Education with an Added Authorization in Adapted Physical Education is designed for candidates who possess a teaching credential in physical education and are seeking to teach adapted physical education in the pre-K–12 and/or community college systems. The program combines the curricula of the adapted physical education added authorization and master's degree program to deliver a unique, comprehensive education package. Upon completion, the graduate will earn an Added Authorization in Adapted Physical Education and a Master of Arts in Physical Education.

Professionals who possess an Education Specialist Credential or a Multiple Subject Teaching Credential are also welcome to apply, but must first complete either 12 units of upper-division undergraduate or graduate physical education courses with specific criteria prior to entering the Adapted Physical Education Added Authorization program, or successfully complete the California Subject Examinations for Teachers (CSET) in physical education. The following 3-unit classes are available to meet this prerequisite: PE 452, PE 551, PE 597, and PE 598.

Course Requirements

The 15-unit added authorization portion of the program includes 12 units of coursework and 3 units of fieldwork in adapted physical education. The student may concurrently complete the two core and two content courses in physical education. Students may not enroll in more than 7 units per 8-week term. PE 584 and PE 589 are completed after all other adapted physical education and M.A. in Physical Education coursework is fulfilled.

| Code | Title | Units |
|---|--|-------|
| Adapted Physical Education Requirements Core (all courses required) ¹ | | |
| PE 600 | Physical Education Teaching Methods for Individuals with Mild-to-Moderate Disabilities | 3 |
| PE 602 | Physical Education Teaching Methods for Individuals with Severe-to-Profound Disabilities | 3 |
| PE 604 | Motor Assessment for Students Living with Disabilities | 3 |
| PE 605 | Management of Adapted Physical Education Programs | 3 |
| Student Teaching (all courses required) ¹ | | |
| PE 606A | Field Experience in Adapted Physical Education | 1 |
| PE 606B | Field Experience in Adapted Physical Education | 2 |
| Master of Arts in Physical Education requirements Core (all courses required) ¹ | | |
| PE 551 | Curriculum Theory and Design in Physical Education | 3 |
| PE 582 | Seminar in Professional Literature in Physical Education and Sport | 3 |
| Content courses in Physical Education, Coaching, and Administration ¹ | | |
| Select one of the following: | | 3 |
| PE 555 | Sociological and Ethical Issues in Sport | |
| PE 565 | Athletics and the Law | |
| PE 570 | Leadership and Administration of Physical Education and Athletic Programs | |
| PE 578 | Sport Psychology | |
| Content courses in Health Science ¹ | | |
| Select one of the following: | | 3 |
| PE 560 | Sports Medicine | |
| PE 575 | Advanced Principles of Physical Conditioning | |
| PE 580 | Wellness and Fitness for Life | |
| Capstone Courses ^{1, 3} | | |
| PE 584 | Assessment, Technology, and Evaluation in Physical Education ² | 3 |

| | | |
|-------------|---|----|
| PE 589 | Physical Education and Exercise Science Capstone ² | 3 |
| Total Units | | 33 |

- ¹ Graduate physical education students must maintain a cumulative GPA of *B* (3.0) or better, and may not earn lower than a *C* (2.0) in any PE core or elective course.
- ² Students must earn a "credit" in PE 584 and a minimum 3.0 (*B*) in PE 589.
- ³ PE 584 and PE 589 must be completed consecutively, during the final two terms of the program.

Adapted Physical Education Added Authorization

For more information: (626) 815-6000, Ext. 6176

The Adapted Physical Education Added Authorization enables the physical education teacher to teach disabled students ranging from preschool through adult school, conduct assessments, and report findings through the Individual Education Plan (IEP) process. Upon completion of this program, candidates who enter it with a K-12 Single Subject Physical Education Credential are able to teach adapted physical education as well as general physical education. This 15-unit program includes 12 units of coursework and 3 units of fieldwork in adapted physical education.

Professionals who possess an Education Specialist Credential or a Multiple Subject Credential are also welcome to apply, but must first either complete 12 units of upper-division undergraduate or graduate physical education courses with specific criteria prior to entering the Adapted Physical Education Added Authorization program, or successfully complete the California Subject Examinations for Teachers (CSET) in Physical Education. The following classes are available to meet this prerequisite:

| | | |
|--------|--|---|
| PE 452 | Adapted Physical Education | 3 |
| PE 551 | Curriculum Theory and Design in Physical Education | 3 |
| PE 597 | Structural Kinesiology | 3 |
| PE 598 | Motor Learning, Development, and Control | 3 |

Required Courses for the Adapted Physical Education Added Authorization

| Code | Title | Units |
|--|--|-------|
| Core Courses | | |
| PE 600 | Physical Education Teaching Methods for Individuals with Mild-to-Moderate Disabilities | 3 |
| PE 602 | Physical Education Teaching Methods for Individuals with Severe-to-Profound Disabilities | 3 |
| PE 604 | Motor Assessment for Students Living with Disabilities | 3 |
| PE 605 | Management of Adapted Physical Education Programs | 3 |
| Student Teaching (all courses required) | | |
| PE 606A | Field Experience in Adapted Physical Education | 1 |
| PE 606B | Field Experience in Adapted Physical Education | 2 |
| Total Units | | 15 |

Department of Leadership and Organizational Psychology

Accreditation

- All Azusa Pacific University programs are accredited by the W (<http://www.wascsenior.org>)ASC Senior College and University Commission (WSCUC). (<https://www.wascsenior.org>)

Learn more (<http://www.apu.edu/bas/leadershippsych>) about the Department of Leadership and Organizational Psychology.

Admission

University graduate admission and program acceptance requirements must be met before an application is complete (see the Admission to the University (p. 13) section of this catalog).

Learn more (<http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program>) **about program-specific application requirements.**

International students applying for the department's Azusa-based programs have a separate application procedure. Contact the International Center (<http://www.apu.edu/international>) at +1-626-812-3055 for more information.

Programs Offered

- Master of Arts in Leadership (Also Online) (p. 224)
 - Leadership Development Emphasis
 - Executive Leadership Emphasis
 - Leadership Studies Emphasis
 - Sport Management and Integrated Leadership Emphasis
- Master of Science in Organizational Psychology (p. 228)

GLDR 500, Academic Writing Skills, 3 Units

This course improves the academic writing skills of students who intend to pursue graduate work in the M.A. in Global Leadership program. Students attain knowledge, skills, and awareness of various writing tasks, including summaries, critiques (book and/or article reviews), data commentaries, and research papers. In addition to analyzing various forms of academic writing, students also focus on discourse-level and sentence-level mechanics, vocabulary, and grammar structures. Students also learn to adhere to APA formatting while avoiding unintentional plagiarism. Pre-writing, drafting, and revising are addressed through interactive exercises such as interviews and peer editing. To the extent possible, assignments are tied to the students' graduate coursework. This course is a supplemental course that does not count toward degree completion of either the M.A. in Organizational Leadership or the M.A. in Global Leadership.

Prerequisite: GLDR courses offered for M.A. in Global Leadership students only. M.A. in Leadership students should enroll in LDRS courses.

GLDR 501, Foundations of Global Leadership Theory and Practice, 3 Units

This course presents a conceptual and practical survey of predominant theories of leadership, providing students with opportunities for critical reflection and application within their particular global perspective. A focus is given to transformational theories of leadership and application is made to the M.A. in Global Leadership core competencies.

Prerequisite: GLDR courses offered for M.A. in Global Leadership students only. M.A. in Leadership students should enroll in LDRS courses.

GLDR 502, Cornerstones of Christian Leadership Across Cultures, 3 Units

This course utilizes APU's Four Cornerstones to discuss global leadership from the Christian tradition. Jesus is presented as the ultimate servant leader and His global followers as people that have both succeeded and failed in following His example. Students probe into how Christian scholars have written about and understood leadership from multiple cultural perspectives, gaining a faith-based benchmark for further studies in global leadership. This course may not be taken for credit if the student has previously taken GLDR 574.

Prerequisite: GLDR courses offered for M.A. in Global Leadership students only. M.A. in Leadership students should enroll in LDRS courses.

GLDR 503, Organizational Behavior Across Cultures, 3 Units

This course investigates the effective functioning of individuals and groups within organizational settings, particularly in non-Western environments. Emphasis is placed on how leaders perceive organizations from strategic design, organizational culture, and political environment perspectives. It applies theoretical concepts to major organizational challenges such as organizational effectiveness, motivation, conflict, job stress and satisfaction, and decision making. Course focus includes organizational communication plus attitudinal and behavioral implications for leaders. This course may not be taken for credit if the student has previously taken LDRS 591.

Prerequisite: GLDR courses offered for M.A. in Global Leadership students only. M.A. in Leadership students should enroll in LDRS courses.

GLDR 510, Creative and Collaborative Leadership in Cross-cultural Settings, 3 Units

This course enables students to integrate the concepts of personality, global leadership, and creativity; investigate collaborative leadership; identify and apply creativity and preferred global leadership styles; and explore the effects that leadership styles can have on given cross-cultural organizational communities.

Prerequisite: GLDR courses offered for M.A. in Global Leadership students only. M.A. in Leadership students should enroll in LDRS courses.

GLDR 516, Mentoring and Developing Global Leaders, 3 Units

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.

Prerequisite: GLDR courses offered for M.A. in Global Leadership students only. M.A. in Leadership students should enroll in LDRS courses.

GLDR 520, Vocation and Calling in a Changing World, 3 Units

In a fast-paced, globally sensitive world, the concepts of career continually change, but work/life planning remains important personally and professionally. This course helps students grasp their true overarching vocation in life as it connects to the purposes of God in this world to steward the Earth and its peoples globally. Vocation then influences what is done with their life. Various self-assessment tools and diagnostic instruments are utilized to evaluate work history, interests, skills, values, and career anchors. Students also learn to design career programs for organizational settings.

Prerequisite: GLDR courses offered for M.A. in Global Leadership students only. M.A. in Leadership students should enroll in LDRS courses.

GLDR 529, Ethics in a Changing Organizational Environment, 3 Units

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, exploring the role of ethics in the study of leadership on both a personal and theoretical level.

Prerequisite: GLDR courses offered for M.A. in Global Leadership students only. M.A. in Leadership students should enroll in LDRS courses.

GLDR 534, Leadership and Change, 3 Units

Self-examination, change theory, and organizational culture are utilized in this course as lenses through which global leaders are examined as change agents. Each lens is assessed in light of implications for those involved in the change initiative. Special attention is focused on the transformational change that takes place for global leaders and followers when the call for change occurs. Application is made to non-Western organizations, informal networks, temporary situations, and other social contexts.

Prerequisite: GLDR courses offered for M.A. in Global Leadership students only. M.A. in Leadership students should enroll in LDRS courses.

GLDR 542, Leading Across World Cultures, 3 Units

In a global society that incorporates varied cultural perspectives, local and global leaders need the knowledge and skills that promote cultural awareness, sensitivity, and effectiveness. While maintaining their national identity, leaders in the 21st century must also acquire intercultural competencies and knowledge of how leadership plays out in various cosmopolitan settings. This course introduces theories of ethno-leadership and models for leading across cultures. Students learn to discern the values that underlie ethnic, tribal, and community behaviors - a crucial task for effective leadership in diverse contexts.

Prerequisite: GLDR courses offered for M.A. in Global Leadership students only. M.A. in Leadership students should enroll in LDRS courses.

GLDR 552, Adult Development, 3 Units

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.

Prerequisite: GLDR courses offered for M.A. in Global Leadership students only. M.A. in Leadership students should enroll in LDRS courses.

GLDR 561, Leadership, Groups, and Conflict, 3 Units

This course utilizes experience-based methods, case studies, reading material, and simulations to help students better understand small-group behavior. It accounts for differing global perspectives as role behavior, group dynamics, conflict control, leadership, and group development are examined. This course also addresses motivation and problem solving as essential elements of organizational behavior.

Prerequisite: GLDR courses offered for M.A. in Global Leadership students only. M.A. in Leadership students should enroll in LDRS courses.

GLDR 563, Counseling and Coaching Skills for Leaders, 3 Units

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.

Prerequisite: GLDR courses offered for M.A. in Global Leadership students only. M.A. in Leadership students should enroll in LDRS courses.

GLDR 571, Designing Learning Strategies for a Global Environment, 3 Units

A global leader's role in designing and implementing effective learning strategies and effective methods for educating adults is the focus of this course. Emphasis is placed on creating culturally appropriate programs focused on discussion-oriented teaching, learning styles, inspiring presentation skills, and results-oriented outcomes. Students are given opportunities to demonstrate competency in the principles and practices of materials development, teaching, training, and skill development.

Prerequisite: GLDR courses offered for M.A. in Global Leadership students only. M.A. in Leadership students should enroll in LDRS courses.

GLDR 574, Servant Leadership, 3 Units

This course explores biblical, historical, and contemporary theories, models, and perspectives of leadership and how they relate to issues of power, authority, manipulation, influence, persuasion, and motivation; leadership effectiveness skills in the areas of understanding organizational culture, group process, communication, and conflict resolution; leadership efficiency focusing on visioning, goal setting, self-management, understanding of leadership styles, preferences, and the learning process; and leadership empowerment and the stewardship of human resources. The objective of the course is to encourage the discovery and utilization of one's leadership knowledge, skills, and attitudes as one influences others wherever one lives, works, and serves, with an emphasis on servant-leadership values. This course is only available to students of the former Operation Impact program and may not be taken for credit if the student has previously taken GLDR 502.

Prerequisite: GLDR courses offered for M.A. in Global Leadership students only. M.A. in Leadership students should enroll in LDRS courses.

GLDR 592, Research and Assessment Tools for Global Leaders, 3 Units

This course provides an introduction to basic concepts, principles, and methods of evaluation and research to be utilized in leadership settings globally. It focuses on literature-based review, needs assessment, survey development, and understanding data while introducing basic statistical (quantitative research) and basic interview analysis (qualitative research).

Prerequisite: GLDR courses offered for M.A. in Global Leadership students only. M.A. in Leadership students should enroll in LDRS courses.

GLDR 595, Capstone in Global Leadership, 3-6 Units

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.

Prerequisite: GLDR courses offered for M.A. in Global Leadership students only. M.A. in Leadership students should enroll in LDRS courses.

GLDR 597, Current Issues in Global Leadership, 3 Units

Current global topics are chosen for discussion, research, and decision making relevant to the M.A. in Global Leadership program.

Prerequisite: GLDR courses offered for M.A. in Global Leadership students only. M.A. in Leadership students should enroll in LDRS courses.

GLDR 598, Special Topics in Global Leadership, 3 Units

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.

Prerequisite: GLDR courses offered for M.A. in Global Leadership students only. M.A. in Leadership students should enroll in LDRS courses.

GLDR 599, Readings in Global Leadership Studies, 3 Units

The independent study vehicle allows students and their sponsoring faculty members to pursue approved investigations beyond regular course offerings.

Prerequisite: GLDR courses offered for M.A. in Global Leadership students only. M.A. in Leadership students should enroll in LDRS courses.

LDRS 501, Foundations of Leadership Theory, 3 Units

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.

Prerequisite: LDRS courses offered for M.A. in Leadership students only. M.A. in Global Leadership students should enroll in GLDR courses.

LDRS 502, Cornerstones of Christian Leadership, 3 Units

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.

Prerequisite: LDRS courses offered for M.A. in Leadership students only. M.A. in Global Leadership students should enroll in GLDR courses.

LDRS 503, Organizational Behavior, 3 Units

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.

Prerequisite: LDRS courses offered for M.A. in Leadership students only. M.A. in Global Leadership students should enroll in GLDR courses.

LDRS 510, Creative and Collaborative Leadership, 3 Units

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.

Prerequisite: LDRS courses offered for M.A. in Leadership students only. M.A. in Global Leadership students should enroll in GLDR courses.

LDRS 516, Leadership Development and Practice, 3 Units

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.

Prerequisite: LDRS courses offered for M.A. in Leadership students only. M.A. in Global Leadership students should enroll in GLDR courses.

LDRS 520, Understanding Vocation in a Changing World, 3 Units

This course focuses on understanding one's true overarching vocation in life as it connects to the purposes of God in this world to steward the earth and its peoples. One's vocation then influences what one does with his or her life. The concepts of career are continually changing, but work/life planning continues to be important personally and professionally. Students have the opportunity to use various self-assessment tools and diagnostic instruments to evaluate their own working history, interests, skills, values, and career anchors. Students also learn to design career programs for organizational settings.

Prerequisite: LDRS courses offered for M.A. in Leadership students only. M.A. in Global Leadership students should enroll in GLDR courses.

LDRS 531, Leadership from Interdisciplinary Perspectives, 3 Units

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.

Prerequisite: LDRS courses offered for M.A. in Leadership students only. M.A. in Global Leadership students should enroll in GLDR courses.

LDRS 532, Leadership Practicum, 3 Units

This course creates a dialogue between previously explored concepts/theories of leadership and the practical experiences of exemplar practitioners. Students are involved in community service and exposed to community leaders for interaction, observation, and analysis. These encounters enable students to assess and activate their leadership journey based on spiritual, mental, educational, and emotional aspects of leadership development.

Prerequisites: LDRS 501, LDRS 502, and LDRS 503

LDRS 533, Systems and Strategic Planning for Leaders, 3 Units

This course focuses on systems thinking from a leadership perspective. By working with stories, scenarios, and strategy, students learn to address complex problems, anticipate consequences, and leverage potential. Attention will be given to the use of narrative for influencing constituent participation. Finally, organizational design is considered as a key concern for leaders in organizations.

Prerequisites: LDRS 501, LDRS 502, and LDRS 503

LDRS 534, Leader as an Agent of Change, 3 Units

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.

Prerequisite: LDRS courses offered for M.A. in Leadership students only. M.A. in Global Leadership students should enroll in GLDR courses.

LDRS 542, Leading Across Cultures, 3 Units

In a pluralistic society, leaders are often tasked with the responsibility of bridging both domestic and international contexts in a convergence of global learning. This seminar will examine the historical, organizational, and interpersonal significance of leading across cultures, with particular emphasis on discerning the underlying values of community behaviors as well as the attitudes, beliefs, values, skills, knowledge, and self-awareness necessary for leaders to effectively serve in diverse contexts. A variety of theoretical, research and applied issues are addressed; in particular, the course aims to explore social location theory as a means of equipping graduates to advance equity and positive change through increased capacity for diversity engagement.

Prerequisite: LDRS courses offered for M.A. in Leadership students only. M.A. in Global Leadership students should enroll in GLDR courses.

LDRS 561, Group and Conflict Issues in Leadership, 3 Units

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.

Prerequisite: LDRS courses offered for M.A. in Leadership students only. M.A. in Global Leadership students should enroll in GLDR courses.

LDRS 563, Ethical Decision Making, 3 Units

This course investigates the intersection of ethics and effective decision making. Students will explore ethical implications of the decision making process, with particular emphasis on the ways that ethical decision making applies to individuals, groups, and organizational systems. This course applies theoretical concepts to significant organizational problems requiring effective decision making processes. Attention will be given to systematic rational approaches as well as the role of intuition and group dynamics in the decision making process. The course will utilize lecture, case study analysis, group exercises, review of current literature, classroom discussions, and simulations to create an effective learning environment.

Prerequisite: LDRS courses offered for M.A. in Leadership students only. M.A. in Global Leadership students should enroll in GLDR courses.

LDRS 571, Leadership for a Learning Environment, 3 Units

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.

Prerequisite: LDRS courses offered for M.A. in Leadership students only. M.A. in Global Leadership students should enroll in GLDR courses.

LDRS 590, Introduction to Thesis in Leadership, 3 Units

This course provides a student researcher with a directed study focused on preparing a master's thesis in leadership. Students will identify a worthy research topic, write a comprehensive literature review, select an appropriate research method, and shape a compelling research proposal. Enrollment in this course requires permission from the department.

Prerequisites: LDRS 501, LDRS 502, LDRS 503, LDRS 592, LDRS 593, LDRS 594, and 12 units of elective study

LDRS 591, Thesis in Leadership: Data Collection and Analysis, 3 Units

This course provides a student researcher with a directed study focused on completing a master's thesis in leadership. Building on the research proposal completed in LDRS 590, students will collect data, analyze data, and present their findings in the form of a completed Master's Thesis and oral presentation to the Thesis Committee.

Prerequisite: LDRS 590

LDRS 592, Research Methods and Design, 3 Units

This course provides an introduction to basic concepts, principles, and methods of evaluation and research in the leadership setting, focusing on research traditions, procedures, theories, and methods. Emphasis is placed on identifying methods appropriate for particular research questions and conducting disciplined inquiry regardless of method selected. Particular emphasis will be placed on identifying a research question and conducting a comprehensive review of relevant literature.

Prerequisite: LDRS courses offered for M.A. in Leadership students only. M.A. in Global Leadership students should enroll in GLDR courses.

LDRS 593, Applied Research, 3 Units

This course provides an introduction to basic concepts, principles, and methods of evaluation and applied research in leadership settings, focusing on action research methodology. A faculty-student collaborative process, participatory action research allows students to engage in inquiry and action for change in response to organizational or community problems. During the course, students will identify a research question in their personal leadership contexts, review the current research literature, develop a plan to collect initial data, and present their project and findings to the class. At each stage of inquiry, the professor and peer research groups will provide feedback.

Prerequisite or corequisite: LDRS 592

LDRS 594, Advanced Research Methodology, 3 Units

This course builds on the work completed in Research Methods and Design (LDRS 592), with the intent of further developing students' understanding of the theory and design of qualitative research in a leadership context. In particular, this course will provide an in-depth study of the process of conducting research in the naturalistic paradigm. The course focuses on an examination of the major qualitative methodological traditions, an analysis of the various ethical, ontological, epistemological, and methodological assumptions that guide research in the social sciences, and acquisition of key research skills, including disciplined inquiry, data coding, and information synthesis.

Prerequisite: LDRS 592

LDRS 595, Capstone Project in Leadership, 3 Units

The capstone course is an opportunity for students to demonstrate that they have achieved the goals for learning established through the M.A. in Leadership program competencies. The course assesses cognitive, affective, and applied learning in a student-centered and student-directed manner which requires the command, analysis, and synthesis of knowledge and skills. The capstone course integrates scholarship and praxis through the development of a literature review and 360-degree assessment and requires application of that learning to professional and personal contexts as evidenced through artifacts demonstrating competence. In culmination of their graduate studies, students will formulate a personal philosophy of leadership and develop a personalized growth plan that synthesizes their academic learning and outlines future professional and intellectual goals.

Prerequisite: Students enrolled in the M.A. in Leadership program

LDRS 597, Current Issues in Leadership, 3 Units

Current topics are chosen for discussion, research, and decision making relevant to the Organizational Leadership emphasis.

Prerequisite: LDRS courses offered for M.A. in Leadership students only. M.A. in Global Leadership students should enroll in GLDR courses.

LDRS 598, Special Topics, 3 Units

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.

Prerequisite: LDRS courses offered for M.A. in Leadership students only. M.A. in Global Leadership students should enroll in GLDR courses.

LDRS 599, Readings in Leadership Studies, 1-3 Units

The independent study vehicle allows students and their sponsoring faculty members to pursue approved investigations beyond regular course offerings.

Prerequisite: LDRS courses offered for M.A. in Leadership students only. M.A. in Global Leadership students should enroll in GLDR courses.

OPSY 501, Introduction to Organizational Psychology, 3 Units

This course is an introduction to the field of organizational psychology, providing an overview of the fundamentals of Industrial and Organizational Psychology. Students are introduced to the field along with the various sub-fields with the discipline. Special consideration is given to topics that integrate the application of psychology to organizational environments. Coursework will provide a history of I/O psychology, offer a comparative review of topics within both Industrial Psychology and Organizational Psychology, and help students gain a fundamental understanding of employee selection, training, motivation, job satisfaction, communication, group behavior, and stress management. The course will also include a review of the organizational psychology literature as well as ethical guidelines and professional standards governing the practice of organizational psychology.

Prerequisite: Acceptance into the MS, Organizational Psychology program.

OPSY 502, Organizational Ethics, 3 Units

This course presents philosophical and ethical perspectives integral to understanding the moral context of leadership and decision-making within organizations. Students learn how virtues and values frame leadership development, gain an appreciation for ethical and moral reflection in decision-making, and understand the processes and rewards of character within organizational relationships.

Prerequisite: Acceptance into the MS, Organizational Psychology program.

OPSY 505, Individual and Team Assessment, 3 Units

Students receive instruction and training in individual assessment techniques for vocational and business applications including pre- and post-employment assessment for selection, onboarding training, advancement, developmental or remedial coaching, and succession planning. Students are introduced to qualitative and quantitative assessment methods as key tools for leadership assessment and will learn the importance of assessment in organizational and leadership dynamics, gain competency in the use of several key assessment methods and instruments, and learn to apply these instruments to leadership development within work team environments. Students will also be introduced to job analyses and use measurement tools relevant for assessing occupational interests, abilities, competency modeling, and work-related personality constructs. Students will complete several individual assessments as part of the experiential, outside-of-class portion of the course.

Prerequisite: Acceptance into the MS, Organizational Psychology program.

OPSY 510, Organizational Assessment and Interventions, 3 Units

Students are introduced to interventional strategies that correspond to the primary issues related to organizational life: change management, organizational culture, and leadership and team dynamics. Students gain competency in focusing on these critical areas of assessment and intervention: qualitative method, conducting needs analysis, proposing consultation projects and employee assistance programs. Students become familiar with research methodologies related to existing programs and successful programs within companies.

Prerequisite: successful completion of OPSY 501

OPSY 520, Consultative Applications of Organizational Psychology, 3 Units

This course approaches the applied aspects of organizational psychology, providing an overview of the consulting process as it relates to external and internal consultation in industry. Students are introduced to the theoretical and practical aspects of providing organizational consultation. Special consideration is given to topics that integrate the competencies needed for applying psychology to organizational environments. Coursework provides an overview of organizational consulting models and frameworks, and focuses on the fundamental steps in the consulting process that lead to high-impact outcomes. The course also includes a review of the organizational psychology literature, as well as ethical guidelines and professional standards governing the practice of organizational psychology.

Prerequisites: Acceptance into the M.S. in Organizational Psychology program, and successful completion of OPSY 501.

OPSY 525, Executive Coaching Skills and Techniques, 3 Units

This course examines theories and practices within the fields of psychology, organizational behavior, business and other relevant fields as they relate to the practice of executive coaching. Students will explore coaching competencies, professional ethics and models of executive coaching. This course introduces the student to a repertoire of basic coaching skills applicable to most executive coaching situations (e.g. self-awareness, empathy, listening, questioning, giving and receiving feedback, confrontation, limit setting, demonstrating leadership, etc.)

Prerequisite: successful completion of OPSY 501

OPSY 534, Organizational Systems: Theories of Change, 3 Units

This course will engage the idea of organizational change from a systems perspective and approach content through analysis of theory, praxis, and story. Practical application will be explored as to how students can and will be equipped to serve as change agents in both an internal and external consultant role. Special attention will be given to the specific steps involved in identifying the need for change, engaging internal and external stakeholders in the change process, and implementing desired change initiatives.

Prerequisite: successful completion of OPSY 501

OPSY 542, Organizational Implications of Diversity, 3 Units

This course explores theoretical and practical ideas about diversity in organizations by equipping students to identify and engage individual, societal, and organizational dynamics related to 21st century workplace diversity and inclusion. The course will explore basic psychological processes-including attitudes toward marginalization, structural inequity, privilege, and prejudice-that affect how members of different social groups perceive and interact with one another in organizational settings. Providing critical perspectives on the historical, socio-cultural, and psychological factors of organizational diversity, students will explore the ethical implications of navigating complex organizational cultures and will discuss strategies for fostering and sustaining diversity.

Prerequisite: Acceptance into the MS, Organizational Psychology program.

OPSY 590, Statistics in Organizational Psychology, 3 Units

This course provides an introduction to the basic concepts of statistical ideas and methods that aims to equip students to carry out common statistical procedures and to follow statistical reasoning in the practice of organizational psychology. Principles of measurement, data summarization, and univariate and bivariate statistics are examined. The course also addresses reliability, validity, and utility as criteria for evaluating the quality of any psychological measurement tool. Emphasis is placed on the application of fundamental concepts to real world situations. The course also offers an introduction to basic statistical analysis and use of SPSS program.

Prerequisite: Acceptance into the MS, Organizational Psychology program.

OPSY 592, Research Methodology and Survey Applications, 3 Units

This course introduces and applies quantitative and qualitative research techniques of investigation to psychological activities in organizations. Methods of acquiring, analyzing, writing and presenting qualitative research are presented, and ways of linking quantitative and qualitative data are addressed. Students will learn methods of participant observation, data collection techniques (interviews and focus groups), along with development, administration and analysis of surveys. Related topics will include principles of survey design, item development, attitude and opinion measurement scale development, and reliability and validity of item scales. Students will learn how to design and apply effective research methods in organizational survey application arenas such as job analyses and competency-modeling projects, training, recruitment, customer satisfaction, employee engagement, and 360o performance rating activities. Final project includes developing and administering a small-scale survey. Students will analyze the results and provide deliverables. The course also provides opportunities to enhance statistical analysis skills through the use of the SPSS program.

Prerequisite: OPSY 592

OPSY 595, Introduction to Thesis in Organizational Psychology, 3 Units

This course provides a student researcher with a directed study focused on preparing a master's thesis in leadership. Students identify a worthy research topic, write a comprehensive literature review, select an appropriate research method, and shape a compelling research proposal. Enrollment in this course requires permission from the department chair.

Prerequisites: OPSY 501, OPSY 502, LDRS 503, OPSY 505, OPSY 510, OPSY 520, OPSY 525, OPSY 534, OPSY 542, OPSY 590, and OPSY 592.

OPSY 596, Thesis in Organizational Psychology: Data Collection and Analysis, 3 Units

This course provides a student researcher with a directed study focused on completing a master's thesis in organizational psychology. Building on the research proposal completed in OPSY 595, students collect and analyze data and present their findings in the form of a completed master's thesis and oral presentation to the thesis committee.

Prerequisite: OPSY 595

PRLD 201, Foundations for Leadership, 3 Units

This course blazes the trail for understanding the concepts of good leadership and followership, identifying oneself as a leader, discovering one's sense of calling, establishing a commitment and plan for whole-person leadership development, seeing leadership through an interdisciplinary lens, and grounding one's "leadership story" in an awareness of both current history and the reality of the Kingdom of God. Through creative experiences, meaningful texts, and powerful assignments, students will be prepared for further leadership education.

PRLD 311, Leadership Values and Virtues, 3 Units

This course views leaders as authentic servants committed to transformation. Students study the leader's motivations, the dreams of followers, conflict resolution, as well as personal, intellectual, and civic virtue. Perspectives for steering clear of bad leadership and toward collaboration with those who share the leader's commitment to the common good are considered. The class focuses on the development of leaders who are responsible, good, humble, and who understand the diverse values of others.

Prerequisite: PRLD 201 (may also be taken concurrently) or junior standing, or departmental permission.

PRLD 322, Leadership Strengths and Skills, 3 Units

This course focuses on a strengths-based approach to leadership and leadership development as well as the skills necessary for good leadership. Opportunities to understand and practice essential skills such as continual learning, powerful communication, problem solving, managing process, goal achievement, conflict resolution, win-win negotiating, and empowering stewardship are woven throughout the course. Training additional leaders is also a key topic. Effective leadership practice through emphasis on strengths development is the goal of this class.

Prerequisite: PRLD 201 (may also be taken concurrently) or junior standing, or departmental permission.

PRLD 333, Leadership Influence and Impact, 3 Units

This course looks at the leader as agent of change on three levels: personal change, influence on individuals and small groups, and impact on cities, organizations, and cultures. Through historic reflection and developing a systemic vision, students are equipped to make a difference in many social settings. By learning to work as mentors, facilitators, and ambassadors, emerging leaders can leave a dynamic legacy.

Prerequisite: PRLD 201 (may also be taken concurrently) or junior standing, or departmental permission.

PRLD 401, Leadership Studies Capstone, 3 Units

This course deepens students' capacity for leadership based on wisdom, knowledge, and understanding. In addition to concluding the leadership minor by linking leadership practice to leadership theory, students dialogue about leadership issues such as gender, community, temptation, finding one's voice, mission, and the whole-person model. A thoughtful and thorough final project and a high-quality portfolio presentation are crafted to integrate students' learning about leadership and to provide a postgraduation plan for lifelong leadership development.

Prerequisite: PRLD 201, 311, 322, 333

Faculty

Chair / Program Director, M.A. in Leadership

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Program Director, M.S. in Organizational Psychology

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Julia Toothacre, M.S.

Chris Voth, M.A.

Program Manager

Grace Kwak

Master of Arts in Leadership (Also Online)

For more information: (626) 815-6000, Ext. 5785

The Master of Arts in Leadership program 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 the student's development in the field.

Mission Statement

The Master of Arts in Leadership program at Azusa Pacific University offers current and emerging leaders a graduate degree by means of theoretically grounded and practically applied courses. The objective is to award degrees to adult participants who develop not only academically, but also in accordance with a set of comprehensive leadership competencies.

Areas of Emphasis

The program is designed for individuals in current leadership positions, those who aspire to be good leaders, and for students eager to engage in more in-depth study of leadership. With admission to one of the program's four areas of emphasis, students receive a focused leadership education.

Students interested in sport management and integrated leadership apply for admission directly to this emphasis. All other students who are admitted to the program are admitted to the leadership development emphasis. At the time of admission to the program, or no later than completion of 9 units of study, individuals seeking consideration for the executive leadership or leadership studies emphases must complete supplementary material. For the executive leadership emphasis, this requires a statement of intent, including a professional résumé demonstrating at least five years of significant postbaccalaureate leadership experience, extensive supervisory oversight of other professionals, and demonstrated oversight of executive-level leadership tasks, including budgeting, hiring and employee development, organizational assessment, and strategic planning. Applicants for the leadership studies emphasis must document research skills and identify their intended research area. Decisions regarding admission to the executive leadership or leadership studies emphases are made by the program director.

1. Leadership Development

The leadership development emphasis primarily focuses on emerging leaders looking for 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 is at the heart of leadership development. Such leaders also have a commitment and ability to develop others to make important contributions.

2. Leadership Studies

For those whose interest is primarily research-oriented, the leadership studies emphasis engages students in research 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.

3. Executive Leadership

The executive leadership emphasis is designed to educate individuals who are in positions of significant leadership and seeking fresh tools to inspire and mobilize those they serve. Today's leaders must master strategic planning, ethical decision-making, effective communication, interpersonal conflict, working through teams to accomplish organizational goals, and accomplishing results in timely and meaningful ways. With a focus 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.

4. Sport Management and Integrated Leadership

This emphasis is designed for those seeking entry or advancement in the growing field of sport management, which includes areas such as athletic programs, community sports programs, health and fitness clubs, colleges and universities, sports administration or athletics, national or local sport governing bodies, professional sport franchises, sports entrepreneurship, sports facilities, athletics/performance consulting, and player development. Students explore a range of topics relevant to the industry, including the sociology of sport, legal issues in athletics, and facility and event management. Further coursework in athletic administration and leadership theory is enhanced by an internship experience in a sport management setting.

Requirements

Students pursuing the M.A. in Leadership must complete 36 units of coursework as well as a final colloquium presentation. Students in the leadership development, executive leadership, and sport management and integrated leadership emphases complete their program with a final capstone project;

the culminating project for those students with a leadership studies emphasis is a 6-unit thesis. Up to 6 units of appropriate coursework may be transferred into the program by petition.

Competencies

The program aims to help students develop not only academically, but also in accordance with a set of comprehensive leadership competencies. These competencies are organized into three meta-competencies and five core program competencies.

The three meta-competencies provide a framing through which all knowledge, skill acquisition, and personal development will be engaged. In other words, the meta-competencies help quantify the core essence of learning necessary for students to become holistic leaders. These meta-competencies affect behavior and influence what leaders do. In this sense, the meta-competencies improve the assimilation and use of the core program competencies.

Program Meta-Competencies

Spirituality and Faith

Shows basic knowledge of the conceptual foundations that characterize those who lead with integrity and spirituality.

1. Graduates can articulate a personal worldview and philosophy of leadership.
2. Graduates can identify and explain a Christian perspective of truth and life.
3. Graduates demonstrate an ability to recognize complex spiritual, religious, and ethical issues in various leadership contexts.
4. Graduates detect faith and ethical systems of others and can describe their own.
5. Graduates express their own sense of vocation.
6. Graduates give attention to their own personal growth and holistic health.
7. Graduates embody an approach to personal authority that is based on servanthood and transformation, not control or manipulation.

Emotional and Social Intelligence

Shows basic knowledge of the set of traits that allows people to interact with each other effectively and an awareness of the social and cultural contexts and dynamics that influence human flourishing.

1. Graduates demonstrate self-awareness through an ability to analyze emotions and their effects, access and embrace personal limitations, and present self-confidence.
2. Graduates demonstrate self-regulation through management of emotions and impulses, maintaining standards of honesty and integrity, and handling multiple demands, shifting priorities, and rapid change.
3. Graduates demonstrate self-motivation through results-oriented goal setting and a focus on performance improvement.
4. Graduates pose questions and reflect on fundamental issues in ways that help them and others interpret the world and understand complex human interactions.
5. Graduates demonstrate the ability to be credible, show trust in and respect for other people, and inspire trust.
6. Graduates demonstrate an ability to analyze and respond to complex social and cultural systems.

Academic Inquiry

Demonstrates the ability to conduct graduate-level academic research and writing.

1. Graduates are proficient academic and organizational evaluators and analysts.
2. Graduates read, comprehend, and evaluate relevant research in the social sciences.
3. Graduates present evaluation and analyses clearly.
4. Graduates are familiar with the APA writing style.
5. Graduates are conversant with basic quantitative and qualitative methodologies.
6. Graduates communicate competently both formally and informally, including orally, written, technologically, and interpersonally.

Program Core Competencies

Strategic Mobilizer

Demonstrates the ability to strategically organize oneself, others, and the essential resources toward the achievement of a clearly articulated plan.

1. Graduates develop, communicate, and align others around a vision and strategy for the future.
2. Graduates design functional strategies for carrying out vision and mission.
3. Graduates allow others to take the lead in achieving strategic vision by delegating project responsibilities in accordance with individual strengths, passions, and experience.

4. Graduates can be trusted with resources—both human and financial—stewarding them with care and effectiveness.
5. Graduates use technology appropriately for communicating formally and informally with others.
6. Graduates speak honestly and persuasively with individuals, small groups, and large groups.
7. Graduates create a work environment that encourages creative thinking and innovation.
8. Graduates employ systems thinking to analyze complex systems and mobilize resources that address current and future challenges with strategic solutions.

Inspiring Developer

Demonstrates skill for effectively developing people and ideas in ways that are authentic and appropriate.

1. Graduates demonstrate a commitment to be mentored and to serve as mentors who are committed to developing others.
2. Graduates design meaningful learning experiences and environments, creating empowering conversations and offering meaningful input to foster mutual learning and action-oriented outcomes.
3. Graduates network people, groups, and ideas in meaningful alliances.
4. Graduates work capably with theories and practice of adult education.
5. Graduates develop people and leaders at every level and provide performance feedback, coaching, and career development to teams and individuals to maximize growth and success.
6. Graduates reconceptualize mistakes as learning events and effectively handle disagreements and conflicts by focusing on solving problems through respectful discourse, consensus building, appreciation of diverse perspectives, and interventional strategies.

Change Catalyst

Demonstrates the capacity to help individuals and groups assess personal and organizational dynamics, solve problems, and pursue positive change.

1. Graduates are growing and changing people who remain passionate about ongoing personal transformation and lifelong learning.
2. Graduates recognize when there is a need for change and effectively manage both stable and changing areas.
3. Graduates communicate effectively, with frequency and candor, during times of change.
4. Graduates demonstrate patience and adaptability when dealing with ambiguous situations.
5. Graduates develop resources and strategies so that others might more effectively embrace change.
6. Graduates seek and identify trends, challenges, and cultural dynamics in order to develop opportunities to initiate intelligent risks and actions that will foster innovative approaches.

Principled Decision Maker

Demonstrates proficiency in identifying and applying ethical principles to decision making through a balanced approach involving both systemic and intuitive analysis.

1. Graduates can align personal values with organizational values, embodying high standards and ethical acumen.
2. Graduates engage others in the identification and solving of problems, effectively using collaboration as a style of managing contention.
3. Graduates model and maintain values of candor, openness, and inclusiveness despite internal and external pressures.
4. Graduates demonstrate the ability to act in decisive, urgent, and committed ways to achieve results.
5. Graduates create shared responsibility among team members by involving them in critical deliberations and decisions as appropriate.
6. Graduates take ownership for their areas of responsibility, effectively organize and prioritize tasks, and use resources ethically.
7. Graduates use formal tools to hold others accountable when situations warrant.

Responsible Influencer

Demonstrates proficiency in empowering others through virtue-centered engagement with people and systems.

1. Graduates analyze the social, political, religious, economic, and cultural factors that affect individuals and organizations.
2. Graduates advance equity by fostering environments that are inclusive, yet differentiated, to meet the needs of diverse constituents.
3. Graduates are able to identify and analyze power dynamics and structural influences within organizational systems.
4. Graduates collaborate with and empower other stakeholders to advocate justice, pursue prudence, and lead with accountability.
5. Graduates engage in relevant professional networks and establish and maintain rapport with key constituents.
6. Graduates take action to preserve and promote human rights, human dignity, and human flourishing.

Program Requirements (Leadership Development, Executive Leadership, and Leadership Studies Emphases)

| Code | Title | Units |
|--|--|-------|
| Core Courses | | |
| LDRS 501 | Foundations of Leadership Theory | 3 |
| LDRS 502 | Cornerstones of Christian Leadership | 3 |
| LDRS 503 | Organizational Behavior | 3 |
| LDRS 592 | Research Methods and Design | 3 |
| LDRS 593 | Applied Research | 3 |
| Capstone Colloquium ¹ | | |
| Emphasis | | 21 |
| Select one of the following emphases: | | |
| Leadership Development | | |
| LDRS 516 | Leadership Development and Practice | |
| LDRS 534 | Leader as an Agent of Change | |
| LDRS 571 | Leadership for a Learning Environment | |
| LDRS 595 | Capstone Project in Leadership | |
| Select nine units of electives | | |
| Executive Leadership | | |
| LDRS 533 | Systems and Strategic Planning for Leaders | |
| LDRS 534 | Leader as an Agent of Change | |
| LDRS 563 | Ethical Decision Making | |
| LDRS 595 | Capstone Project in Leadership | |
| Select nine units of electives | | |
| Leadership Studies ¹ | | |
| LDRS 590 | Introduction to Thesis in Leadership | |
| LDRS 591 | Thesis in Leadership: Data Collection and Analysis | |
| LDRS 594 | Advanced Research Methodology | |
| Select twelve units of electives | | |
| Elective Course Options | | |
| LDRS 510 | Creative and Collaborative Leadership | |
| LDRS 516 | Leadership Development and Practice | |
| LDRS 520 | Understanding Vocation in a Changing World | |
| LDRS 531 | Leadership from Interdisciplinary Perspectives | |
| LDRS 532 | Leadership Practicum | |
| LDRS 533 | Systems and Strategic Planning for Leaders | |
| LDRS 534 | Leader as an Agent of Change | |
| LDRS 542 | Leading Across Cultures | |
| LDRS 561 | Group and Conflict Issues in Leadership | |
| LDRS 563 | Ethical Decision Making | |
| LDRS 598 | Special Topics | |
| Total Units | | 36 |

¹ Capstone colloquium is required of all students except those in the leadership studies emphasis. See program director for more details.

Program Requirements (Sport Management Emphasis)

| Code | Title | Units |
|---------------------|--------------------------------------|-------|
| Core Courses | | |
| LDRS 501 | Foundations of Leadership Theory | 3 |
| LDRS 502 | Cornerstones of Christian Leadership | 3 |
| LDRS 503 | Organizational Behavior | 3 |
| LDRS 592 | Research Methods and Design | 3 |

| | | |
|--|---|----|
| LDRS 593 | Applied Research | 3 |
| LDRS 595 | Capstone Project in Leadership | 3 |
| Sport Management | | |
| PE 556 | Facility and Event Management | 3 |
| PE 558 | Sport Finance | 3 |
| PE 572 | Foundations of Sport Management | 3 |
| PE 557A | Field Studies/Internships in Sport Management | 2 |
| PE 557B | Field Studies/Internships in Sport Management | 1 |
| Select one of the following | | 3 |
| PE 565 | Athletics and the Law | |
| PE 570 | Leadership and Administration of Physical Education and Athletic Programs | |
| Elective Course (choose 3 units of electives) | | 3 |
| LDRS 510 | Creative and Collaborative Leadership | |
| LDRS 516 | Leadership Development and Practice | |
| LDRS 520 | Understanding Vocation in a Changing World | |
| LDRS 531 | Leadership from Interdisciplinary Perspectives | |
| LDRS 532 | Leadership Practicum | |
| LDRS 533 | Systems and Strategic Planning for Leaders | |
| LDRS 534 | Leader as an Agent of Change | |
| LDRS 542 | Leading Across Cultures | |
| LDRS 561 | Group and Conflict Issues in Leadership | |
| LDRS 563 | Ethical Decision Making | |
| Total Units | | 36 |

Master of Science in Organizational Psychology

The Master of Science in Organizational Psychology program includes 13 courses (39 units), all of which are required for the degree. There are no electives.

| | | |
|-------------|---|----|
| LDRS 503 | Organizational Behavior | 3 |
| OPSY 501 | Introduction to Organizational Psychology | 3 |
| OPSY 502 | Organizational Ethics | 3 |
| OPSY 505 | Individual and Team Assessment | 3 |
| OPSY 510 | Organizational Assessment and Interventions | 3 |
| OPSY 520 | Consultative Applications of Organizational Psychology | 3 |
| OPSY 525 | Executive Coaching Skills and Techniques | 3 |
| OPSY 534 | Organizational Systems: Theories of Change | 3 |
| OPSY 542 | Organizational Implications of Diversity | 3 |
| OPSY 590 | Statistics in Organizational Psychology | 3 |
| OPSY 592 | Research Methodology and Survey Applications | 3 |
| OPSY 595 | Introduction to Thesis in Organizational Psychology | 3 |
| OPSY 596 | Thesis in Organizational Psychology: Data Collection and Analysis | 3 |
| Total Units | | 39 |

Department of Marriage and Family Therapy

The Department of Marriage and Family Therapy offers the Master of Arts in Clinical Psychology with an emphasis in Marriage and Family Therapy (MFT) (p. 233) program, which is intended for individuals who seek 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 planning to practice at the master's level, this program meets the current education requirements for California licensure as a marriage and family therapist.

PPSY 510, Psychotherapy and Cultural Diversity, 3 Units

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 Units

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 Units

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 513, Substance Use Disorders II: History, Support, and Promising Practices, 3 Units

This course reviews the history of addiction and drugs in society from prohibition to the 21st century, including America's war on drugs. Students study mutual support groups such as 12-step programs, Rational Recovery, and Celebrate Recovery. Also included is the study of psychopharmacology (illicit drugs, abuse of prescription drugs, and medication-assisted treatment). New and emerging trends and promising practices are considered.

Prerequisite: PPSY 511

PPSY 514, Substance Use Disorders III: Co-Occurring Disorders, Co-Morbidity, and Integrated Treatment, 3 Units

This course introduces co-occurring disorders, co-morbidity, and integrated treatment including mental health treatment, substance abuse, and primary health. Students learn the distinction between mental health disorders and substance-induced disorders and how to differentiate between the two. Behavioral addictions such as gambling, nicotine, and gaming, and the physiological impact of such disorders, are studied.

Prerequisites: PPSY 511 and PPSY 513

PPSY 515, SUD IV: Families and Other Special Populations; Confidentiality and Evidence Based Practices, 3 Units

This course focuses on substance abuse in the family system from adolescents to the elderly. Special populations are examined, such as high-risk groups, perspectives of women, and chronic pain. Special attention is paid to culturally and linguistically appropriate services. The ethical considerations of dual relationships and confidentiality are addressed. Evidence-based practices (motivational interviewing) and core concepts of relapse prevention techniques are major focuses.

Prerequisites: PPSY 511, PPSY 513 and PPSY 514

PPSY 525, Crisis and Trauma in Community Mental Health, 3 Units

This course prepares students in the understanding and treatment of child abuse, domestic violence, and trauma. Content includes detection, assessment, and intervention strategies. Awareness of resiliency factors and their application to client recovery is addressed. Target populations include survivors, perpetrators, and those experiencing co-morbid disorders. Attention is paid to understanding the issues of diversity and its impact on client welfare, including elder abuse, same-gender abuse, and ethnic differences. This course also presents the challenges of accessing resources in community mental health. Guest speakers/consumers are invited. This course meets the domestic violence and child abuse requirements for MFT and LCSW licensure in California.

PPSY 531, Moral Identity Formation and Psychotherapy, 3 Units

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, Christian Spiritual Formation and Psychotherapy, 3 Units

This course will provide an historical overview of Christian Spirituality, which is understood as ways of expressing devotion to God. As background for discussion of Christian Spiritual Formation, a holistic philosophical/theological model of persons will be presented along with an overview of spiritual disciplines as methods utilized to actively engage the Christian formation process. Examples of psychotherapy models that integrate Christian theology, spirituality with existing psychology theoretical and clinical models will be presented and discussed. Opportunities for synthesis, application, and creative development of ideas are all part of the course content and process.

PPSY 534, Interdisciplinary Integration and Psychotherapy, 3 Units

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 Units

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 Units

This course reviews human sexuality as a basis for sex therapy. Students examine and evaluate biological, psychological, social, and moral perspectives of the theories of sexual development and functioning, including issues of heterosexuality, homosexuality, gender identity, and transgender. In addition, students survey literature on sexual dysfunction, develop diagnostic skills for assessing the nature and extent of sexual dysfunction, and learn treatment strategies utilized in the various systems of marriage and sex therapy.

PPSY 555, Career Development Theories and Techniques, 3 Units

This course provides a comprehensive review of career development theory, as well as resources and techniques utilized in assisting individuals to make informed educational and career choices. An exploration of changing concepts of work and careers and their implications for career counseling is emphasized. A focus on the relationship of career to other issues in counseling is addressed.

PPSY 557, Couples Therapy, 3 Units

This course provides instruction on current theories and methods of couples/marriage therapy. Students gain basic knowledge in the application, assessment, and interventions of several theoretical models and are introduced to psychological instruments used in couples therapy. Emphasis is placed on how couples therapy attends to diversity issues such as ethnicity, spirituality, and cultural considerations within the clinical setting. Legal and ethical issues pertaining to couples therapy are integrated into treatment considerations.

PPSY 558, Advanced Developmental Psychology, 3 Units

The purpose of this course is to help students learn to utilize a lifespan perspective in their work as marriage and family therapists. The course focuses on the important developmental issues and milestones for each stage of the lifespan, paying particular attention to the aspects of context, culture, and environmental issues. Students are encouraged to consider how development occurs within a specific social context and learn how social stress, poverty, low educational attainment, abuse and neglect, and inadequate housing impact development. Biological, social, and psychological aspects of aging and long-term care are included in this course. Models of psychological development are presented and the processes of change and adaptation are examined, including clinical issues such as grief and loss. The clinical application of the material is highlighted through case examples, group discussion, and hands-on application during class activities.

Prerequisite: Human Development or equivalent

PPSY 561, Child and Adolescent Therapy, 3 Units

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 Units

This course reviews the role and categories of psychopathology utilized in the assessment and treatment of individual, marriage, and family dysfunction. Students develop diagnostic skills through a master of the concepts in the Diagnostic and Statistical Manual of Mental Disorders (DSM 5), and review available community resources for those with severe mental disorders.

PPSY 571, Family Therapy, 3 Units

This course is an overview of current theories and methods of family therapy interventions. There is an emphasis on how family therapy integrates diversity issues (e.g., ethnicity, socioeconomic status, spirituality, blended families) during the clinical hour. The major theories, their founding clinicians, and some of their contemporaries are reviewed. Clinical application of the material is emphasized in coursework.

PPSY 572, Research Methodology, 3 Units

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 Units

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 Units

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 Units

This course is designed to further develop the psychotherapeutic skills of students prior to their entry into a clinical placement. Students focus on developing proficiency in the core interviewing qualities, deriving goals for a clinical session, and in making contracts with clients for change. Additionally, students are encouraged to begin developing a theoretical and conceptual understanding of cases, and trained to work with diverse populations. Students are also encouraged to address issues regarding the integration of their faith with the practice of psychotherapy. These goals are addressed through experiential learning, lecture, readings, discussion, and reflection.

Prerequisite: PPSY 580

PPSY 582, Group Skills, 3 Units

This course introduces students to the theories and techniques utilized in group counseling. The course includes information about principles of group dynamics, group process, and developmental stages. Students explore the therapeutic factors of group work and group leadership style. Content also includes current research and literature, methods, and evaluation of effectiveness. Ethical, legal, and professional issues as well as special needs such as multiculturalism, life-span development concerns, and the therapist's personal leadership style are addressed.

Prerequisites: PPSY 580 and PPSY 581

PPSY 585, Psychobiology and Psychopharmacology, 3 Units

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 592, Introduction to Clinical Placement, 1 Unit

This course is designed to support and equip students with entry level practice management skills for clinical placement within community mental health and private practice settings. Students will develop knowledge and gain practice in identifying diagnoses, presenting problems, documentation and treatment planning. This course will also provide program oversight of students' clinical placement experience.

Prerequisites: PPSY 580 and PPSY 581

PPSY 593, Clinical Consultation, 1 Unit

This course is designed as an adjunct to the advanced-level students' clinical placement and supervision experiences. The primary purpose of this course is to provide an opportunity for students to discuss their clinical caseload, and to provide program oversight of clinical placement experience.

Prerequisites: PPSY 597, PPSY 598, and current placement in a clinical site

PPSY 595, Special Topics, 1-6 Units

Special topics courses offer graduate-level content that is typically scheduled in an intensive format. These courses include a range of specialized topics that are of interest to mental health professionals. The unit values of these courses range from 1-6 unit credits, depending upon the specific contact hours and workload involved in the course.

PPSY 597, Clinical Placement I, 3 Units

This course provides oversight of students' clinical placement and supervision experiences. The course focuses on enhancing students' clinical skills and knowledge of the interpersonal process of psychotherapy. Special attention is given to case management issues, documentation, community-based resources, health promotion, legal and ethical issues, and treatment planning. Treatment planning, from the perspective of the recovery model and other theoretical approaches, includes instruction and practice in determining the presenting problem, diagnosis, prognosis, client goals, and clinical interventions. Clinical skills, the processes of psychotherapy and supervision are addressed through experiential learning, readings, discussion, reflection and assignments. This course also provides students with a forum for discussing their clinical caseload (individuals, children, couples, families, and groups) and their interaction with placement supervisors. Students must be serving at an approved training site to be enrolled in this course.

PPSY 598, Clinical Placement II, 3 Units

This course is an adjunct to the student's clinical placement. It builds on PPSY 597 to provide oversight and consultation for the student's clinical placement, and the further development of clinical skills. The course focuses on management of crisis issues, legal/ethical practice, diagnosis, prognosis, multicultural treatment, treatment planning, application of theory to actual clients, integration, and case management services. Clinical work is discussed from a public mental health and private practice perspective. The final evaluative component of the MFT program, the clinical comprehensive exam, is taken at the conclusion of this course. Students must be serving at an APU-approved training site to be enrolled in this course.

Prerequisite: PPSY 597

Faculty

Chair and Program Director (Azusa Campus)

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Master of Arts in Clinical Psychology: Marriage and Family Therapy

Mission Statement

The MFT program is dedicated to the education and training of competent, self-aware, and culturally sensitive family therapists. Using a foundation in Christian faith, a systemic family psychology approach, and an integration of theories of psychotherapy, students explore personal, ethical, and social values as they prepare to serve the needs of their communities.

Licensed Professional Clinical Counselor (LPCC) Option

The MFT program offers one additional course that provides for students interested in dual licensure as an LPCC and an MFT. Coursework meets California education requirements for both licenses.

Gottman Couples Therapy Level 1 Certificate

The Couples Therapy course includes the completion of Gottman Level 1 training, which equips students with new insight into couples' struggles using research-based assessments and effective interventions based on the Gottman Sound Relationship House Theory. Students receive a certificate of completion and are then eligible to take the Level 2 training.

Substance Use Disorders Concentration

Upon completion of the MFT program, students may choose to take nine additional units that fulfill the requirements for a concentration in substance use disorders, qualifying the student to sit for the certification examination of the California Association for Alcohol/Drug Educators (CAADE), and designation as a Certified Addictions Treatment Counselor, Masters Level (CATC IV).

Program Goals

Student Learning Outcomes

Diversity. Students will recognize the importance of diversity and its impact on clinical practice. Students will be equipped with awareness of beliefs and customs of diverse cultural groups and how to implement this knowledge when treating clients and interacting with agency personnel.

Identity Formation. Students will articulate their personal narrative inclusive of values, beliefs, behaviors, and traditions of faith that inform their worldview.

Ethical practice. Students will understand the ethical guidelines and legal requirements within the field of marriage and family therapy. Students gain knowledge of when to use resources and seek consultation if faced with ethical or legal dilemmas in the context of therapy.

Competency. Students will be trained to become practitioners in marriage and family therapy with professional competencies in relationship, intervention, diversity, integration of faith and practice, and systemic family psychology.

Program Outcomes

Diversity. The program will produce graduates who can apply their knowledge of family therapy in a culturally appropriate manner to a wide range of demographic groups.

Identity Formation. The program will produce graduates who demonstrate an awareness of their personal narrative and how it impacts their contribution to the field of marriage and family therapy.

Ethical practice. The program will produce graduates who will become clinicians who are ethically grounded, demonstrate integrity, and operate within the laws of the profession.

Competency. The program will prepare graduates to effectively utilize a variety of theoretical approaches to marriage and family therapy.

Admission

Admitted students typically begin in the fall semester. To be considered for fall enrollment, the deadline for submission of a completed application is March 1. Students who apply earlier will be given priority consideration for admission.

Applicants may also apply to begin in the spring semester. The deadline for submission of a completed application for spring enrollment is October 1. Applicants for the spring semester will be considered based on space available at the Azusa campus and the Orange County, San Diego, and Inland Empire regional campuses.

Admission to the program does not guarantee that students will obtain a license or credential in marriage and family therapy or as an LPCC. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with Azusa Pacific University and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., Social Security number or taxpayer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. Azusa Pacific will not refund tuition, fees, or any associated costs to students who determine, subsequent to admission, that they cannot meet licensure or credentialing requirements.

Application Requirements

- To be admitted into the program, students must hold a bachelor's degree from a regionally accredited university or college (or an equivalent degree from a college or university in another country) with a minimum 3.0 grade-point average on a 4.0 scale. At the discretion of the university, a higher professional degree such as an M.D. or D.C. may be accepted as a substitute for the bachelor's degree. A limited number of applicants with a GPA of 2.7-2.99 may be admitted provisionally at the department's discretion by providing adequate supporting 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).
- Students who enter the program with a bachelor's degree in a major other than psychology will be required to take Abnormal Psychology with a grade of *B* or better before beginning the program. Prerequisites may be waived on an individual basis.

- International applicants whose first language is not English must submit an iBT (internet-based TOEFL) score of 90 minimum; the minimum subsets are: Reading 22, Speaking 22, Listening 22, and Writing 24. Students may also 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. If applicants do not meet the minimum requirement, they must go through the American Language and Culture Institute (ALCI) (<http://www.apu.edu/international/alcI>) first to raise their proficiency. Students may be mandated to go to ALCI if they are not meeting the language and writing standards for the program.

Course Requirements

The degree must be completed in a minimum of two years and a maximum of six. Any extensions beyond six years must be requested as an exception to APU policy and must be submitted in writing on an Academic General Petition. A three-year course of study is recommended for most working students. The master's program is composed of 66-69 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
- Approval by the program director

Students in the program must maintain a 3.0 GPA with no course grade lower than a *C-*. Course resulting in grades lower than a *C-* will be retaken. In order to graduate, students may not have more than two instances of a *C+/-* on their transcript. If a student receives a third *C+/-*, the student will be required to retake one of the courses and receive a *B-* or better.

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.

Clinical Placement

Students develop therapeutic skills through required hours of direct clinical experience. Clinical placements may range from 12-30 months depending upon course track sequences.

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 from and opportunities to discuss clinical issues and problems with supervisors and faculty in clinical placement and supervision courses.

For students seeking licensure, the clinical placement sequence meets MFT and LPCC requirements in California. To ensure the highest quality in clinical placements, the director of clinical training maintains contact with offsite 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 300 hours of direct client experience for the MFT license, and 300 hours of direct client experience for the LPCC license. To meet graduation and licensure requirements, the student must receive one hour of individual or two hours of group supervision for every five hours of direct client experience. These hours count toward the 3,000 hours required for MFT licensure in California. Hours for the LPCC license begin postgraduation.

Comprehensive Examination

As a final evaluative component of the MFT program, each student must pass the Comprehensive Examination, which includes two elements:

1. A law and ethics exam
2. A clinical exam

Failure to pass the Comprehensive Examination may prevent graduation from the program.

Program Locations

The Department of Marriage and Family Therapy offers its master's degree program on APU's Azusa campus as well as at the Orange County, San Diego, and Inland Empire regional campuses. More information may be obtained by contacting the program director, the local site administrator, or a program representative.

Azusa Campus

Program Administrator and Director: Vicki Ewing, M.A., MFT

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 Azusa, CA 91702-7000
 (626) 815-6000, Ext. 5523

Orange County Regional Campus

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San Diego Regional Campus

Director: Aimee Vadnais, Psy.D., MFT
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Inland Empire Regional Campus

Director: Hilary Catling, M.A., LMFT
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 San Bernardino, CA 92408
 (909) 888-9977

Course Requirements

| Code | Title | Units |
|-------------------------------------|--|-------|
| Foundational Coursework | | |
| PPSY 551 | Theories of Psychotherapy | 3 |
| PPSY 558 | Advanced Developmental Psychology | 3 |
| PPSY 563 | Psychopathology | 3 |
| PPSY 572 | Research Methodology | 3 |
| Professional Coursework | | |
| PPSY 510 | Psychotherapy and Cultural Diversity | 3 |
| PPSY 511 | Addictions, Assessment, and Interventions ¹ | 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 | Couples Therapy | 3 |
| PPSY 561 | Child and Adolescent Therapy | 3 |
| PPSY 571 | Family Therapy | 3 |
| PPSY 577 | Psychological Assessment | 3 |
| PPSY 580 | Introduction to Clinical Practice: Basic Skills | 3 |
| PPSY 581 | Introduction to Clinical Practice: Advanced Skills | 3 |
| PPSY 582 | Group Skills | 3 |
| PPSY 585 | Psychobiology and Psychopharmacology | 3 |
| PPSY 597 | Clinical Placement I | 3 |
| PPSY 598 | Clinical Placement II | 3 |
| Interdisciplinary Coursework | | |
| PPSY 531 | Moral Identity Formation and Psychotherapy | 3 |
| PPSY 533 | Christian Spiritual Formation and Psychotherapy | 3 |
| PPSY 534 | Interdisciplinary Integration and Psychotherapy | 3 |
| Optional Courses | | |
| PPSY 513 | Substance Use Disorders II: History, Support, and Promising Practices ¹ | |
| PPSY 514 | Substance Use Disorders III: Co-Occurring Disorders, Co-Morbidity, and Integrated Treatment ¹ | |

PPSY 515

SUD IV: Families and Other Special Populations; Confidentiality and Evidence Based Practices ¹

PPSY 555

Career Development Theories and Techniques

Total Units

66

¹ Students who elect to take the optional concentration in substance use disorders must complete the master's degree prior to enrolling in the concentration coursework. Additionally, PPSY 511 must have been completed with a grade of *B-* or better, and students must have completed their practicum at an APU-affiliated substance use disorder clinical placement site.

Department of Physical Therapy

Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC). (<https://www.wascsenior.org>)
- The Doctor of Physical Therapy program at Azusa Pacific University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314-1488; telephone: (703) 706-3245; email: accreditation@apta.org; website: [capteonline.org](http://www.capteonline.org) (<http://www.capteonline.org>).

For more information about the Department of Physical Therapy, visit apu.edu/bas/physicaltherapy/.

Doctoral Program:

- Physical Therapy (p. 241)

Fellowship:

- Postprofessional Clinical Fellowship in Movement and Performance

PT 502, Professional Relationships, 2 Units

(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 Units

(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 558, Research Methods in Physical Therapy, 3 Units

This course introduces the student to the concepts of Physical Therapy research. A survey of major research methods is conducted and statistical methods are examined.

PT 572, Pharmacology, 3 Units

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 701, Human Anatomy, 10 Units

This is a 16-week 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, and hands-on functional demonstrations. Biomechanics are studied from functional and clinical approaches. Emphasis is on histology, head, neck, upper extremity, and thorax during the first half of the term; the emphasis of the second half is on the spine, pelvis, lower extremity, spinal cord, and internal organs. Concurrent with PT 702.

PT 702, Clinical Skills I, 6 Units

First in a series of courses designed to examine basic evaluation and clinical skills of the physical therapist, this course focuses on objective techniques of assessment for the upper and lower extremity and spine through measurement of range of motion (ROM), muscle testing (MMT), general neurological screening, and palpation. Kinesiology of all joints is studied from functional and clinical approaches, concluding in the assessment of normal gait mechanics. An introduction to body mechanics and documentation is provided to prepare the student for safe clinical practice. Learning takes place through laboratory activities, homework, online videos, and practical examination using a problem-solving approach.

PT 703, Clinical Neuroscience, 6 Units

This course covers in depth the anatomy and physiology of the central and peripheral nervous systems and neuromuscular function, serving as a foundation for PT 704. It includes correlation of pathology with neurological symptoms and diagnostic tests.

PT 704, PTDDT III Neurorehabilitation, 8 Units

This course focuses on developing skills used for differential diagnosis, functional evaluation, treatment theory, and management of the neurologically impaired adult. 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. Major areas investigated include spinal cord injury, stroke, traumatic brain injury, Parkinson's disease, polyneuropathies, and common degenerative diseases.

PT 711, Wellness I, 2 Units

This course is the first one of two focusing on the promotion of optimal health and disease and injury prevention in the general population. It addresses screening techniques and risk assessment, as well as tests and measures related to aerobic capacity, balance, flexibility, strength and endurance, and posture. Findings are applied to exercise prescription.

PT 724, PT Clinical Skills II, 3 Units

(60 contact hours) This is the second in a series of clinical skills courses and discusses the visual and electromagnetic spectrum instrumentation for the treatment of dysfunction. The focus is on physical agents in relation to treatment.

PT 726, PT Clinical Skills III, 1 Unit

(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, PTDDT IA - Orthopedics I, 4 Units

(90 contact hours) This course emphasizes the general principles and methodology of rehabilitation of orthopedic patients. Examination of the lumbar spine, pelvis and hip are emphasized. Mobilization, therapeutic exercise programs, complete evaluation, disease processes, and documentation are addressed specifically per diagnosis.

PT 738, Wellness II, 2 Units

This course presents promotion of optimal health and prevention of disease and physical impairment by incorporating the concepts of wellness and nutrition with education and prevention programs for individuals, groups, and communities. Fitness screening for different populations including methods of education in secondary and tertiary areas of need. Trends such as eating disorders and alternative medicine in relation to wellness and nutrition are addressed.

PT 742, Prosthetics and Orthotics, 2 Units

(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 Units

(30 contact hours) The course examines the major ethical issues affecting the physical therapist and the health care profession. Through class and small-group discussions, the student examines his or her own moral values.

PT 746, PTDDT IB - Orthopedics II, 4 Units

(90 contact hours) This course emphasizes the general principles and methodology of rehabilitation of orthopedic patients. Examination of the knee, ankle, foot, cervical spine and thoracic spine are emphasized. Mobilization, therapeutic exercise programs, complete evaluation, disease processes, and documentation will be addressed specifically per diagnosis.

PT 748, PTDDT IC - Orthopedics III, 4 Units

(90 contact hours) This course emphasizes the general principles and methodology of rehabilitation of orthopedic patients. Examination of the shoulder, elbow, wrist, hand, and Temporomandibular joint are emphasized. Mobilization, therapeutic exercise programs, complete evaluation, disease processes, and documentation will be addressed specifically per diagnosis.

PT 750, Comprehensive Exams, 1 Unit

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 - Cardiopulmonary, 4 Units

(75 contact hours) This course reviews basic cardiopulmonary pathology and 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 Units

(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 758, Special Populations, 3 Units

(45 contact hours) This course addresses physical therapy management of special populations such as geriatric, cultural and ethnically diverse populations, home health, 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 Units

(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 Units

(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 - Complex Patients: Current Concepts in Chronic Pain, 2 Units

(45 contact hours) The process of evidence-based review of the literature is applied to the management of complex patient cases emphasizing chronic pain.

PT 768, Administration, 3 Units

(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, Clinical Experience I, 12 Units

(480 contact hours) This is the first of three twelve-week clinical rotations providing integration of prior didactic work with full-time clinical exposure under the supervision of a licensed physical therapist.

PT 773, Clinical Experience II, 12 Units

(480 contact hours) This is the second of three twelve-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 Units

In the first of the capstone course series, students choose a clinical question of interest and conduct an extensive literature review.

PT 775, Clinical Experience III, 12 Units

(480 contact hours) This is the third of three twelve-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 Units

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 Units

(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 779, Special Topics II, 2 Units

This is the second of two courses, which examine specialized topics/techniques of current interest for physical therapists. This course includes topics of men and women's health, performing artist dysfunction, sport specific taping, and on field support for athletes. Lecture and hands on lab sessions will provide opportunities for the student to evaluate, develop and administer a plan of care in each of the specialty areas under faculty supervision.

PT 781, Integrated Clinical Education, 1 Unit

This course will allow the student to integrate didactic learning with a part time clinical experience under the supervision and mentorship of a licensed physical therapist.

PT 783, Integrated Community Service, 1 Unit

This course will allow the student to integrate didactic and clinical learning with clinical service to the global or local community under the mentorship and supervision of a licensed physical therapist.

PT 790, Physical Diagnosis Screening, 6 Units

This course prepares students to manage patients with multisystem dysfunction. They utilize various methods of physical examination to identify pathologies that are and are not amenable to physical therapy intervention.

PT 794, Fellowship I, 2 Units

This course is an integration of key movement approaches advocated by Shirley Sahrman PT, Ph.D.; Vladimir Janda, MD, D.Sc.; and Pavel Kolar, PT, Ph.D., focusing on specific movement impairments in the spine and upper and lower quarters, including the interaction between the central nervous system and motor system in the production of movement, stability, and/or controlled mobility. This course also includes instruction in principles of biomechanics, ergonomics, and body proportions and their relationship to movement impairments that limit optimal performance of function.

PT 795, Fellowship II, 3 Units

This course builds on clinical reasoning skills with instruction/problem-solving discussion on intervention strategies for patients with complex rehabilitation issues including chronic pain. Application of the movement approach and strength and conditioning are applied to athletes with focus on running, rotation and overhead sports, contact sports, and performing artists.

Prerequisite: PT 794

PT 796, Fellowship III, 3 Units

This course builds on clinical reasoning skills with instruction/problem-solving discussion on intervention strategies for patients with complex rehabilitation issues, including rotation and overhead sports, contact sports, and performing artists. Application of the movement approach and strength and conditioning are applied to athletes.

PT 797, Fellowship IV, 2 Units

This course builds on clinical reasoning skills with instruction/problem-solving discussion on intervention strategies for patients with complex rehabilitation issues including concussions and vestibular issues. This course builds on clinical reasoning skills with instruction/problem-solving discussion on intervention strategies for patients with complex rehabilitation issues including concussions and vestibular issues.

Prerequisite: PT 796

PT 798, Special Topics I, 2 Units

This is the first of two courses which examine specialized topics/techniques of current interest for physical therapists. This course includes topics of movement science, basic taping techniques for the orthopedic and neurologic populations, ergonomics, wound care and lymphedema management. Lecture and hands on lab sessions will provide opportunities for the student to evaluate, develop and administer a plan of care in each of the specialty areas under faculty supervision.

PT 799, Independent Study, 1-6 Units

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.

Faculty**Chair and Professor**

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Professor

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Grace Matsuda (<http://www.apu.edu/bas/faculty/gmatsuda>), PT, DPT

Chris Patterson (<http://www.apu.edu/bas/faculty/cpatterson>), PT, DPT, OCS

Derrick G. Sueki (<http://www.apu.edu/bas/faculty/dsueki>), PT, DPT, Ph.D., OCS

Adjunct Faculty

Mark Baker, PT, DPT, OCS

Melissa Cole, DPT, CCS

Clare Frank, M.Sc., DPT, OCS, FAAOMPT

Jaclyn Harrison, DPT, NCS

Vicky Hu, PT, DPT, CCS, CSCS

Marshall LeMoine, DPT, OCS

Amanda McCoid, DPT

Zachary McGill, PT, DPT, MPH, OCS

Charmayne Ross, PT, D.Sc.

Claire Smith, PT, DPT, NCS

Doctor of Physical Therapy (DPT)

(626) 815-5020

The Doctor of Physical Therapy program is a 3-year (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.

Mission Statement

The Doctor of Physical Therapy program prepares graduates to practice as competent generalist physical therapists who have a solid foundation for postprofessional specialization. These graduates are guided by Christian principles and ethical values. They are critical thinkers and lifelong learners, supporting the global community and the physical therapy profession by functioning as service-oriented practitioners. They promote excellence in patient care, are guided by a belief in human worth and dignity, and are dedicated to the optimization of human health and function.

Admission Requirements

University graduate and program admission requirements must be met before an application is complete (see Admission to the University (p. 13)):

1. The applicant must have an officially posted bachelor's degree from a regionally accredited college or university by the time he or she matriculates to APU.
2. Prerequisite courses must be similar in value to courses offered by an accredited four-year college or university. Grades of C or better are required. Science courses must have laboratories. No prerequisite work may be taken on a pass/no pass basis. Hybrid online science courses that combine online lectures and in-person labs may be acceptable. Courses can be taken at any regionally accredited college or university. *All science prerequisite coursework more than seven years old is not accepted.*
3. A cumulative baccalaureate or master's degree GPA of at least 3.0.
4. A cumulative science GPA of at least 3.0 (a science GPA below 3.0 will not be considered for admission).

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)

Human Physiology with lab (required)

Cell Biology or General Biology with lab (required)

Biology—any additional course (lab not required)

CHEMISTRY: One year with lab

General Chemistry or Organic Chemistry

PHYSICS: One year with lab (must include electro, hydro, and magnetic physics)

EXERCISE PHYSIOLOGY: One course

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

Kinesiology/Biomechanics

Nutrition

Writing Course

Other Admission Criteria

- The Department of Physical Therapy participates in the Physical Therapist Centralized Application Service (PTCAS). To apply to the APU DPT program, visit PTCAS.org (<http://www.ptcas.org>) and follow all instructions. Early applications are encouraged. Final deadline is October 1.
- The DPT program reviews applications on a rolling basis, and acceptances are processed year-round. To ensure consideration for the February start date, completed applications should be submitted early in the admissions cycle.
- International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or international@apu.edu.
- Submit to PTCAS all supporting documents, including:
 - Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all postbaccalaureate study. Mail transcripts to APU's Graduate and Professional Center only if admitted into the program. (To be considered official, a transcript must be sent directly from the Office of the Registrar of the school attended to the Graduate and Professional Center: Admissions at Azusa Pacific University. Students' sealed copies will not be considered official.)
 - Three recommendation forms from persons well-suited to evaluate qualifications for graduate study and/or physical therapy: one must be from a registered/licensed physical therapist, and two from faculty members familiar with academic work in areas closely related to the proposed field of study or responsible persons well-informed about relevant work completed by the student.
 - 100 hours of clinical experience in a physical therapy setting.
 - GRE taken within the last five years; submit self-reported GRE scores with PTCAS application and follow up with official scores. Use APU Institution Code 4596 and Department Code 0619.
 - Essay

Students admitted into the DPT program will be required to provide a \$1,000 nonrefundable enrollment deposit to reserve a seat. Deposit is due within 10 days of receipt of the acceptance letter. This will be applied to the first term's tuition fee.

If applicable, any additional materials should be submitted to:

Graduate and Professional 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) 815-4571
gpadmissions@apu.edu
apu.edu/gpc

International applicants should send additional forms 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
 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 by passing the following minimum international iBT (internet-based TOEFL) scores:

| | |
|-------------|---------------|
| Reading: 25 | Speaking: 25 |
| Writing: 25 | Listening: 25 |

All international students must complete international student applications, which must be approved through APU's Office of International Enrollment Services (<http://www.apu.edu/international/enrollment>).

Course Requirements

Graduation requirements include maintaining a minimum 3.0 grade-point average (GPA) in term, major, program, and cumulative GPA. The calculation is based upon courses taken in fall, spring, and summer semesters. See Grading (p. 33) and Academic Probation and Dismissal (p. 25) in the Academic Policies and Procedures (p. 23) section of this catalog.

| Code | Title | Units |
|---------------|--------------------------------------|-------|
| Year 1 | | |
| Spring | | |
| PT 502 | Professional Relationships | 2 |
| PT 506 | Seminar I | 2 |
| PT 701 | Human Anatomy | 10 |
| PT 702 | Clinical Skills I | 6 |
| Summer | | |
| PT 558 | Research Methods in Physical Therapy | 3 |
| PT 711 | Wellness I | 2 |
| PT 724 | PT Clinical Skills II | 3 |
| PT 726 | PT Clinical Skills III | 1 |
| Fall | | |
| PT 703 | Clinical Neuroscience | 6 |
| PT 728 | PTDDT IA - Orthopedics I | 4 |
| PT 746 | PTDDT IB - Orthopedics II | 4 |
| PT 752 | PTDDT II - Cardiopulmonary | 4 |
| PT 754 | PTDDT IV | 3 |
| Year 2 | | |
| Spring | | |
| PT 704 | PTDDT III Neurorehabilitation | 8 |
| PT 748 | PTDDT IC - Orthopedics III | 4 |
| PT 750 | Comprehensive Exams | 1 |
| PT 760 | PTDDT VIII - Pediatrics | 4 |
| PT 762 | Seminar II | 2 |
| PT 781 | Integrated Clinical Education | 1 |
| PT 798 | Special Topics I | 2 |
| Summer | | |
| PT 572 | Pharmacology | 3 |
| PT 771 | Clinical Experience I | 12 |
| Fall | | |
| PT 773 | Clinical Experience II | 12 |
| PT 778 | Diagnostic Imaging | 3 |
| Year 3 | | |
| Spring | | |
| PT 742 | Prosthetics and Orthotics | 2 |

| | | |
|--|--|-----|
| PT 744 | Professional Ethics, Advocacy, and Spiritual Care | 2 |
| PT 758 | Special Populations | 3 |
| PT 764 | PTDDT VII - Complex Patients: Current Concepts in Chronic Pain | 2 |
| PT 774 | Capstone I | 2 |
| PT 776 | Capstone II | 2 |
| PT 790 | Physical Diagnosis Screening | 6 |
| Summer | | |
| PT 775 | Clinical Experience III | 12 |
| Fall | | |
| PT 738 | Wellness II | 2 |
| PT 768 | Administration | 3 |
| PT 779 | Special Topics II | 2 |
| PT 783 | Integrated Community Service | 1 |
| *Curriculum is for students beginning DPT Program in January 2018 and is subject to change. For the Exception of listings for PT 771, PT 773, & PT 775 – 12 units each only apply to second year cohort. | | |
| **DPT Courses: PT 771, PT 773, & PT 775 will change to 10 units each in 2019 for cohort starting in 2018, which will reflect total number of units for the program of 135 | | |
| Total Units | | 141 |

NOTES: Curriculum is for students beginning the DPT program in January 2018 and is subject to change, with the exception of listings for PT 771, PT 773, and PT 775—12 units each only apply to second-year cohort.

Courses PT 771, PT 773, and PT 775 will change to 10 units each in 2019 for the cohort starting in 2018, which will reflect a total number of units for the program of 135.

Postprofessional Clinical Fellowship in Movement and Performance

The Clinical Fellowship in Movement and Performance aims to provide clinical training of physical therapists to accelerate their professional development in becoming a highly skilled patient-care provider, a resource, educator, and mentor to others in the community that they serve and competent consumer and contributor to the scientific literature.

The fellowship's mission is compatible with Azusa Pacific University's Doctor of Physical Therapy mission and vision statements by training physical therapists "to provide quality care to all customers through an open and dynamic learning community where the most advanced knowledge is shared and practiced freely" and by "encouraging critical thinking and evidence-based practice."

It is the intention of Azusa Pacific University to provide:

- Highly skilled physical therapy for their student athletes and performing artists as well as for their students attending the university.
- To produce clinicians who demonstrate superior post-professional clinical skills, advanced knowledge in an area of clinical practice, and the ability to function as consultants, advocates, and educators of their peers and patients/clients.
- To increase the number of clinical educators/mentors for future physical therapy interns, fellows, and staff.

Admission Requirements

Minimal eligibility requirements for acceptance into the program include:

1. Current licensure as a physical therapist by the Physical Therapy Board of California
2. Completion of a residency in orthopedic physical therapy from an APTA credentialed residency program (equivalent to a minimum of 2,000 hours)
3. If not residency-trained, demonstrates an equivalent knowledge and skills in orthopedic physical therapy and has at least 4,000 hours or 2 years of experience

Applications will be reviewed by a selection committee consisting of the fellowship director, clinical faculty, and clinic directors with consideration of the following:

1. Academic background

2. Post graduate training
3. Clinical experience
4. Teaching experience
5. Research experience
6. Community service

All applicants will be interviewed by director and clinical mentors of the fellowship. Observation of a live patient clinical exam may be required.

| Code | Title | Units |
|-------------|----------------|-------|
| PT 794 | Fellowship I | 2 |
| PT 795 | Fellowship II | 3 |
| PT 796 | Fellowship III | 3 |
| PT 797 | Fellowship IV | 2 |
| Total Units | | 10 |

Department of Psychology

Azusa Pacific's Department of Psychology (<http://www.apu.edu/bas/psychology>) is an energetic community of scholars equipping students to understand the field of psychology through academically rigorous coursework, hands-on laboratory research, internships with community agencies, and individual research projects. The department offers a Master of Science in Research Psychology and Data Analytics (p. 249), a Master of Science in Child Life (p. 250), and a bachelor's completion program in psychology (p. 250).

Master of Science in Research Psychology and Data Analytics (p. 249)

Master of Science in Child Life

Bachelor of Arts in Psychology (Bachelor's Completion) (p. 250)

PCLS 501, Infant to Adolescent Development in the Healthcare Setting: Assessment, Planning, and Interventions, 3 Units

This course is an in-depth examination of physical, cognitive, emotional, moral, and social development from infancy through adolescence. Content includes developmental theory and practice of early childhood education, as well as assessment of child development and impairments in developmental functioning.

PCLS 502, Pediatric Clinical Diagnoses and Medical Terminology for the Child Life Professional, 3 Units

This course reviews psychosocial and clinical aspects of disease and injury for the hospitalized and medically fragile child. Course content includes medical terminology, charting, complementary medicine, and physiological, cognitive, social, and emotional impacts of disease and injury on the patient and family.

PCLS 511, Family Systems and Family-Centered Care, 3 Units

This course explores family systems and therapeutic models with a focus in family psychology. Emphasis is on family-centered care and the effects that terminal illnesses have on the family system. Course content includes parenting medically fragile children, parenting and family relationships with a seriously ill or terminal parent, diversity issues and children with special needs, therapeutic models in family psychology, and integration of Christian faith and theology with family psychology.

PCLS 512, Theories and Practices of Grief and Loss, 3 Units

Students develop understanding of the family-centered care model and explore therapeutic interventions and techniques aimed at benefitting patients and families affected by death and serious illness. This course focuses on death, grief, bereavement, and the effects on the family system. Each student learns hands-on interventions to guide patients and families through death, grief, loss, and healing.

Corequisite: PCLS 512L

PCLS 512L, From Grief to Healing: Strategies and Application Lab, 1 Unit

In this lab course, students apply understanding of grief theories and explore practical therapeutic interventions and approaches aimed at benefitting children and families affected by death or serious illness. Focus is on historical and current views on death, grief, bereavement, and the effects on family system. Each student learns hands-on interventions to guide children and families from grief to healing process.

Prerequisite: PCLS 521.

Corequisite: PCLS 512

PCLS 521, Introduction to Child Life, 3 Units

This course aids students in gaining a broad understanding of the field of Child Life and equips students with the knowledge of the history and trends of the child life profession. Course content includes: Scope of practice in Child Life, the Official Child Life documents, clinical assessment, child life theoretical foundations, development and hospital stressors, and introduction to exceptional and medically challenged children.

PCLS 522, Therapeutic Interventions and Play-Based Techniques, 3 Units

This course is designed for students to develop an understanding of the history and theories of play and play-based therapies. Students gain knowledge of therapeutic play techniques, and explore research and theories on the importance of psychosocial preparation for medical procedures. Post- and preprocedural coping techniques and therapeutic interventions are taught as well. Students create hands-on interventions to prepare patients of all developmental levels for a variety of procedures.

PCLS 523, Coping Strategies for Children Experiencing Stress and Trauma, 3 Units

This course is designed for students to explore the best evidence-based practices in play therapy, with an emphasis on psychosocial and therapeutic interventions for children with special needs (cognitive intellectual and/or pervasive developmental disabilities). This course focuses on the effects traumatic situations have on the patient/client and their family. Students explore a variety of play therapy techniques and therapeutic interventions to help patients and families work through trauma and PTSD.

PCLS 525, Innovative Practices: Utilizing Technology in the Child Life Field, 2 Units

This course is designed for students to further explore innovative evidence-based practices used beyond play-based therapeutic interventions to address psychosocial needs of medically fragile children, focusing on application of technology. Focus is on researching a variety of innovative uses of technology in child life practices assessed as effective intervention tools to enhance children's coping and adjustment to stressful healthcare encounters. The emphasis is on students developing proficiency in setting goals during child life assessments to plan developmentally appropriate interventions and gain competencies in therapeutic use of technology to alleviate stress and anxiety, enabling a platform of education, diversion, and escape and thus maximizing children's coping. Achievement of course objectives is addressed through experiential learning, lecture, readings, discussion, and reflection.

PCLS 531, Ethics, Diversity and Professional Issues, 3 Units

This course covers legal, ethical, moral, cultural, religious and gender issues within a family-centered context. Theories and concepts of culture and cultural diversity will be explored. This course will also examine issues related to parenting medically fragile children, including legal and ethical considerations. An integration of Christian faith and theology will be implemented in the course in regards to professional ethics and multicultural competence.

PCLS 532, Child Life Administration and Leadership, 3 Units

This course aids students in gaining an understanding of child life program development and equips students with the leadership skills to manage a child life program. Course content includes outreach and technology in the field of child life, child life administration, supervision and mentoring, group facilitation skills, leadership skills, and program evaluation.

PCLS 541, Pre Practicum in Child Life, 3 Units

This course is designed to further develop the therapeutic tools of students prior to child life practicum placement. Students focus on developing proficiency in the core goals during crisis assessment and interventions, gain competencies in therapeutic dynamics, gain competencies in communication and listening to be applied when working with a diverse population of patients, families, and members of the multidisciplinary team. Additionally, students are encouraged to begin developing a theoretical and conceptual understanding of working with hospitalized and medically fragile children. Students are also encouraged to address issues regarding the integration of their faith with the practice of child life. These goals are addressed through experiential learning, lecture, readings, discussion, and reflection.

PCLS 542, Practicum in Child Life, 3 Units

This is a field experience class which is taught by a certified child life specialist and is designed and evaluated according to the specific clinical and academic standards set forth by the child life council. According to the child life council "The Child Life Practicum is designed as an introductory experience for individuals interested in pursuing a career in child life. Through experiential learning and observation of certified Child Life Specialist, child life practicum students begin to increase their knowledge of basic child life skills related to play, developmental assessment, and integration of child life theory into interventions with infants, children, youth and families." All students are required to participate in weekly on campus mentor meeting with the instructor throughout the semester.

PCLS 543, Internship in Child Life, 3 Units

This is a field experience class which is taught by a certified child life specialist and is designed and evaluated according to the specific clinical and academic standards set forth by the child life council. According to the child life council "The Child Life Practicum is designed as an introductory experience for individuals interested in pursuing a career in child life. Through experiential learning and observation of certified Child Life Specialist, child life practicum students begin to increase their knowledge of basic child life skills related to play, developmental assessment, and integration of child life theory into interventions with infants, children, youth, and families." All students are required to participate in weekly on campus mentor meeting with the instructor throughout the semester.

PCLS 551, Research Methods and Statistical Analysis, 3 Units

This course surveys the major social science research methods, preparing students to read, understand, and evaluate psychological research. This course will provide students with the basic knowledge and experience of developing research proposals. Students will also learn to understand survey methods, data collection, and research analysis. This course is designed for students to identify his or her thesis topic and or project and prepare students for PCLS 552.

PCLS 552, Thesis/Project Seminar, 3 Units

This master's thesis seminar is intended to provide students with a theoretical and methodological foundation necessary for completing their MS thesis/project in Child Life Science within the Psychology Department. The main objective of this seminar course is to help students develop and implement the theoretical foundation and methodological procedures needed to complete a MS graduate thesis or clinical project. CR/NC grading.

PSYC 501, Theory, Research and Practice in Psychology, 3 Units

This course provides an intensive review of major historical and contemporary theories, research and practice approaches in the field of psychology. Emphasis is on examining the key questions, proposed models, methods, findings, ideological controversies, and issues within the field of psychology. The course covers the various grand and emergent theories to foster dialogue that evaluates the science across psychological sub-disciplines, spanning: general principles of human development, neurological bases of behavior, cognitive functioning, systemic socio-cultural factors, and individual health differences. Students engage in theoretical analyses of current trends in basic and applied theory, research, and practices of psychology across various sub-disciplines, as well as how individuals function with consideration of a Christian worldview.

Prerequisite: Must be first year student in Master's in Psychology program or instructor approval.

PSYC 511, Experimental Research Methods, 3 Units

This course will build on your knowledge of the information learned in your undergraduate research methods course with an emphasis on experimental methodology. This course will cover a variety of topics including the basics of conducting experimental designs, ethical guidelines for conducting experimental psychological research, validity issues associated with different experimental research designs, and various methods of both collecting and analyzing data, including psychometric issues associated with different psychological measures. This will be accomplished by combining traditional lectures with application of principles through application and demonstration.

PSYC 512, Non-Experimental Research Methods, 3 Units

This course provides an in-depth study of how to plan, conduct, and analyze studies that use non-experimental research designs, including correlational, survey and qualitative methods. This course will encourage students to identify core areas of descriptive psychological research and begin building a strong research concept about those areas - especially in regards to the application of non-experimental observational research designs.

PSYC 513, Psychometrics: Assessment and Measurement, 3 Units

This course is designed to teach students about applying classical and modern psychometric theories to develop and validate psychological tests and scales for data collection. Students gain hands-on experience in using JMP and SAS, software applications developed by SAS Institute, the world's largest software company in data analysis. Students work on several projects using complicated data sets that resemble real-world scenarios.

Prerequisite: MATH 110 or equivalent;

corequisite: PSYC 513L

PSYC 513L, Statistics Lab I, 1 Unit

This is the lab component of PSYC 513. In this course, students apply statistical analysis knowledge to computational procedures using JMP and SAS software. Additionally, this course aims to fulfill requirements for the JMP/SAS certification. SAS Institute is the world's largest vendor of statistical software, and its products are widely used in industry and top universities.

Corequisite: PSYC 513

PSYC 514, Statistical Modeling, 3 Units

This is an elementary course in basic statistical concepts. Students are introduced to the understanding and use of necessary computational procedures to attain the basic skills in the following: frequency distributions, graphs, central tendency, variability, normal curve, probabilities, correlation, hypothesis testing, and chi-square. Understanding and use of the above statistics are stressed over mathematical development. Additionally, the course aims to help learners prepare for the SAS certification exam. SAS Institute is the world's larger vendor of statistical software, and its products are widely used in industry and top universities.

Prerequisite: MATH 110 or equivalent;

corequisite: PSYC 514L

PSYC 514L, Statistics Lab II, 1 Unit

This is the lab component of PSYC 514. In this course, students apply statistical analysis knowledge to computational procedures using JMP and SAS software. Additionally, this course aims to fulfill requirements for the JMP/SAS certification. SAS Institute is the world's largest vendor of statistical software, and its products are widely used in industry and top universities.

Corequisite: PSYC 514

PSYC 515, Applied Statistical Methodologies, 3 Units

This course covers alternate research methods (e.g., exploratory data analysis, data visualization, resampling, and data mining) and philosophical concepts of quantitative research methodology. It also equips students for graduate study, enabling them to carry out a professional-level research study independently and write a master's thesis or doctoral dissertation in less time. In addition, the skill set acquired from this course can open doors to a graduate assistantship and enhance the portfolio/vita (e.g., conference presentations or peer-reviewed journal papers). Further, students are well-prepared for taking the SAS certification exam to be a professional data analyst and statistical software programmer.

Prerequisite: PSYC 513;

corequisite: PSYC 515L

PSYC 515L, Statistics Lab III, 1 Unit

This is the lab component of PSYC 515. In this course, students apply statistical analysis knowledge to computational procedures using JMP and SAS software. Additionally, this course aims to fulfill requirements for the JMP/SAS certification. SAS Institute is the world's largest vendor of statistical software, and its products are widely used in industry and top universities.

Corequisite: PSYC 515

PSYC 521, Faith Integration and Research Seminar, 3 Units

This course explores the nature of integrating psychology and religion/faith. It considers the functions and skills, as well as the theoretical modes of thought necessary for understanding the relationship between psychological research and religion. Focus is placed on the skills of research, constructive dialogue and writing. The course is intended to provide students with resources for developing their own approach to integration while also helping students clarify their own faith, morals and values that intersect with psychological research.

PSYC 522, Seminar in Ethical, Professional, and Diversity Issues, 3 Units

This course introduces students to research and professional issues in psychology, with an emphasis on ethics and diversity. Students will learn to recognize the importance of ethical behavior in all aspects of science as well as how sociocultural factors and personal biases may shape the practice of psychology. Emphasis is given to the integration of the student's spiritual and sociocultural philosophy with professional ethics. Historical and contemporary issues in basic and applied psychological research and interventions are reviewed.

PSYC 598, Thesis Seminar, 3 Units

This master's thesis seminar is intended to provide students with a theoretical and methodological foundation necessary for completing their MS thesis in the Psychology Department. The main objective of this seminar course is to help students develop and implement the theoretical foundation and methodological procedures needed to complete a MS graduate thesis in the department of Psychology by the end of the academic year. Pass/Fail grading.

PSYC 599, Independent Study: Psychology Research, 1-6 Units

This course provides instruction in research and gives students experience in research processes related to their area of study. An independent study fee is assessed for each enrollment in this class.

Faculty

Department Chair

Kathryn Ecklund (<http://www.apu.edu/bas/faculty/kecklund>), Ph.D.

Chair Emeritus

Brian Eck (<http://www.apu.edu/bas/faculty/beck>), Ph.D.

Professors

Brian Eck (<http://www.apu.edu/bas/faculty/beck>), Ph.D.

Kathryn Ecklund (<http://www.apu.edu/bas/faculty/kecklund>), Ph.D.

Alan Oda (<http://www.apu.edu/bas/faculty/aoda>), Ph.D.

Annie Tsai (<http://www.apu.edu/bas/faculty/atsai>), Ph.D.

Associate Professors

Rachel Castaneda (<http://www.apu.edu/bas/faculty/rcastaneda>), Ph.D.

Stephen S. Lambert (<http://www.apu.edu/bas/faculty/slambert>), Psy.D.

Scott J. Wood (<http://www.apu.edu/bas/faculty/swood>), Ph.D.

Chong Ho (Alex) Yu (<http://www.apu.edu/bas/faculty/cyu>), Ph.D.

Assistant Professors

Tanya Barclay, M.S., CCLS

Brian Collisson (<http://www.apu.edu/bas/faculty/bcollisson>), Ph.D.

Priscila Diaz-Castaneda (<http://www.apu.edu/bas/faculty/pdiaz>), Ph.D.

Julianne Edwards (<http://www.apu.edu/bas/faculty/jmedwards>), Ph.D.

Matthew Heller (<http://www.apu.edu/bas/faculty/mheller>), Ph.D.

Curtis Lehmann (<http://www.apu.edu/bas/faculty/clehmann>), Ph.D.

Robert Linsalato (<http://www.apu.edu/bas/faculty/rinsalato>), M.A.

Benjamin Marsh (<http://www.apu.edu/bas/faculty/bmarsh>), Ph.D.

Gewnhi Park (<http://www.apu.edu/bas/faculty/gpark>), Ph.D.

Teresa Pegors (<http://www.apu.edu/bas/faculty/tpegors>), Ph.D.

Charity Vasquez (<http://www.apu.edu/bas/faculty/cvasquez>), M.S., CCLS

William Whitney (<http://www.apu.edu/bas/faculty/wwhitney>), Ph.D.

Master of Science in Research Psychology and Data Analytics

The Master of Science in Research Psychology and Data Analytics program comprises a scientist-practitioner thesis model with a rigorous 36-unit curriculum completed over a one-year academic calendar. The program features lectures, seminars, and hands-on research labs that incorporate SAS-JMP certification content, and prepares students for completing an M.S. thesis. Courses incorporate hands-on application of data analytics required by SAS to demonstrate proficiency in skills that apply data analytical and research concepts to real-world business problems using real-world data as supported by SAS industry standards. A faculty advisor works closely with students to provide guidance on completing the thesis and SAS-JMP coursework, applying to doctoral programs (writing personal statements and obtaining recommendation letters), and pursuing jobs. In addition, students have the opportunity to participate in professional events, including academic conferences and career fairs.

Coursework Schedule

Fall (13 units): Thesis Seminar (3), Experimental Research Methods (3), Non-Experimental Research Methods (3), Statistical Modeling (3), Statistics Lab (1)

Spring (14 units): Thesis Seminar (3), Psychometrics: Assessment and Measurement (3), Statistics Lab (1), Theory, Research, and Practice in Psychology (3), Applied Statistical Methodologies (3), Statistics Lab (1)

Summer I (6 units): Thesis Seminar (3), Seminar in Ethical, Professional, Faith, and Diversity Issues (3)

Summer II (3 units): Thesis Seminar (3)

Course List

| Code | Title | Units |
|---------------------|---|-------|
| Core Courses | | |
| PSYC 501 | Theory, Research and Practice in Psychology | 3 |
| PSYC 511 | Experimental Research Methods | 3 |
| PSYC 512 | Non-Experimental Research Methods | 3 |
| PSYC 513 | Psychometrics: Assessment and Measurement | 3 |
| PSYC 513L | Statistics Lab I | 1 |
| PSYC 514 | Statistical Modeling | 3 |
| PSYC 514L | Statistics Lab II | 1 |
| PSYC 515 | Applied Statistical Methodologies | 3 |
| PSYC 515L | Statistics Lab III | 1 |

| | | |
|---------------|--|-----------|
| PSYC 522 | Seminar in Ethical, Professional, and Diversity Issues | 3 |
| Thesis | | 12 |
| PSYC 598 | Thesis Seminar (taken for a total of 12 units) | |
| Total Units | | 36 |

Upon satisfactory completion of the program, including coursework and thesis defense, students earn an M.S. in Research Psychology and Data Analytics along with a SAS-JMP Certificate in Data Analytics. Learn more about the SAS-JMP Joint Certificate program at [sas.com \(https://www.sas.com/en_us/learn/academic-programs/resources/joint-certificate-program.html\)](https://www.sas.com/en_us/learn/academic-programs/resources/joint-certificate-program.html).

Master of Science in Child Life

The master's degree in child life is designed to prepare graduates to successfully complete credentialing as child life specialists, who are allied health care professionals with expertise in helping children and their families navigate traumatic and challenging experiences, particularly health crises.

This is an applied/clinical program, with students required to complete a 120-hour practicum in child life followed by a 600-hour hospital internship, in addition to rigorous coursework. The program comprises 42 units and can be completed in 18 months, with available start times in spring, summer, and fall. Courses take place primarily days and evenings.

| Code | Title | Units |
|-------------|---|-------|
| PCLS 501 | Infant to Adolescent Development in the Healthcare Setting: Assessment, Planning, and Interventions | 3 |
| PCLS 502 | Pediatric Clinical Diagnoses and Medical Terminology for the Child Life Professional | 3 |
| PCLS 511 | Family Systems and Family-Centered Care | 3 |
| PCLS 512 | Theories and Practices of Grief and Loss | 3 |
| PCLS 512L | From Grief to Healing: Strategies and Application Lab | 1 |
| PCLS 521 | Introduction to Child Life | 3 |
| PCLS 522 | Therapeutic Interventions and Play-Based Techniques | 3 |
| PCLS 523 | Coping Strategies for Children Experiencing Stress and Trauma | 3 |
| PCLS 525 | Innovative Practices: Utilizing Technology in the Child Life Field | 2 |
| PCLS 531 | Ethics, Diversity and Professional Issues | 3 |
| PCLS 532 | Child Life Administration and Leadership | 3 |
| PCLS 542 | Practicum in Child Life | 3 |
| PCLS 543 | Internship in Child Life | 3 |
| PCLS 551 | Research Methods and Statistical Analysis | 3 |
| PCLS 552 | Thesis/Project Seminar | 3 |
| Total Units | | 42 |

Bachelor of Arts in Psychology (Bachelor's Completion)

Azusa Pacific's 43-unit bachelor's completion program in psychology is designed for transfer students who have at least 30 units and are interested in completing a Bachelor of Arts in Psychology at the High Desert or Murrieta regional campus. Students gain hands-on field experience as they learn about human behavior and how to analyze and solve problems in various settings, preparing them to make a difference in the lives of others.

Azusa Pacific's bachelor's completion programs allow students who began a program of study at another higher education institution to finish their degree at APU. In order to graduate, students must complete the required program units and general education units, for a total of 120 units.

| Code | Title | Units |
|--|---|-------|
| General Education Requirements | | |
| WRIT 110 | Writing 1: The Art and Craft of Writing | 3 |
| Oral Communication | | 3 |
| COMM 111 | Public Communication | |
| Biblical, Theological and Philosophical Formation | | |
| PRMI 108 | Christian Life, Faith, and Ministry | 3 |
| PRBL 230 | Luke/Acts | 3 |

| | | |
|--|---|---|
| PRPH 220 | Introduction to Philosophy | 3 |
| PRTH 303 | Theology and the Christian Life | 3 |
| Knowledge of Human Cultures and the Physical World | | |
| Select one course from each area | | |
| Humanities: History | | 3 |
| PRHI 120 | World Civilizations to 1648 | |
| PRHI 121 | World Civilizations Since 1648 | |
| PRHI 151 | United States History to 1877 | |
| Humanities: Language and Literature | | 3 |
| PREN 111 | Studies in Literature | |
| ENGL 222 | English Literature to 1789 | |
| ENGL 224 | World Literature to the Renaissance | |
| ENGL 234 | World Literature Since the Renaissance | |
| ENGL 244 | American Literature to 1865 | |
| ENGL 254 | American Literature Since 1865 | |
| ENGL 377 | Shakespeare | |
| HUM 222 | Core Texts in Literature | |
| Humanities: Fine Arts | | |
| PRAR 150 | Introduction to Art | 3 |
| Personal and Social Responsibility | | |
| Civic Engagement | | 3 |
| PRCJ 200 | Criminal Justice, Civic Engagement and Social Responsibility | |
| PRPO 150 | American Government | |
| APU Psychology Pre-Requisites | | |
| PRMA 130 | Introduction to Statistics | |
| PRBI 101 | Fundamentals of Biology | |
| APU Psychology Core Courses | | |
| PRPS 110 | General Psychology | 3 |
| PRPS 250 | Data Analysis in Psychology | 3 |
| PRPS 290 | Human Growth and Development | 3 |
| PRPS 292 | Introduction to Brain and Behavior | 3 |
| PRPS 362 | Research Methods in Psychology | 4 |
| PRPS 496 | Senior Seminar: Psychology and Christian Integration | 3 |
| PRWR 260 | Writing 2: Psychology sub-disciplines and career trajectories | 3 |
| APU Psychology Guided Electives | | |
| Domain A: Social/cultural/community/systems psychology courses | | 6 |
| PRPS 320 | Social Psychology | |
| PRPS 340 | History of Psychology | |
| PRPS 385 | Health Psychology | |
| PRPS 386 | Community Psychology | |
| PRPS 400 | Multicultural Psychology | |
| PRPS 440 | Psychology of Religion | |
| PRPS 445 | Psychology of the Family | |
| Domain B: Neuro/bio/cognitive courses | | 3 |
| PRPS 390 | Cognition | |
| PRPS 405 | Psychology of Learning | |
| PRPS 470 | Cognitive Neuroscience | |
| PRPS 453 | Bilingualism, Biculturalism, & Cognition | |
| Domain C: Sub-discipline exposure courses | | 9 |
| PRPS 360 | Abnormal Psychology (Required) | |
| PRPS 345 | Psychology of Child and Adolescent Development | |
| PRPS 355 | Psychology of Adult Development | |

| | | |
|---|---------------------------------------|-----------|
| PRPS 370 | Industrial/Organizational Psychology | |
| PRPS 380 | Psychology of Personality | |
| PRPS 410 | Psychology of Exceptional Children | |
| PRPS 415 | Group Process | |
| PRPS 430 | Intervention Strategies with Children | |
| PRPS 450 | Counseling | |
| PRPS 463 | Drugs, Behavior, & Society | |
| PRPS 485 | Stress and Coping | |
| PRPS 495 | Special Topics in Psychology | |
| PRPS 497 | Readings | |
| PRPS 498 | Directed Research | |
| PRPS 499 | Thesis/Project | |
| Domain D: Applied experiential learning | | 3 |
| PRPS 455 | Field Experience | |
| PRPS 475 | Research Experience I | |
| Transfer or Elective Credit | | 43 |
| Total Units | | 116 |

PRPS 110, General Psychology, 3 Units

This general survey course explores the field of psychology. It includes human development, social psychology, learning, perception, cognition, motivation, personality, psychological testing, and nervous system functioning. *Meets the General Education Requirement: Social Science.*

PRPS 250, Data Analysis in Psychology, 3 Units

Using SPSS and other statistical software this course will examine applied statistics emphasizing analysis of variance and covariance for analyzing psychological experiments as well as correlational methods such as multiple regression, and factor analysis. Activities involve selecting the appropriate tests, interpreting the results, and scientific report writing.

Prerequisite: PRPS 110 and PRMA 130

PRPS 290, Human Growth and Development, 3 Units

This study of human development across the life span emphasizes a multidisciplinary perspective, including such areas as psychology and sociology, processes as social interaction, and the tools for applying developmental psychology to life situations. *Meets the General Education Requirement: Social Science.*

PRPS 292, Introduction to Brain and Behavior, 3 Units

The purpose for this course is to provide a foundation of the physiological basis of human behavior. Topics include the structure and function of different brain regions, how neurons communicate, sensory and motor function, and complex brain functions such as speech and cognition. This course serves as an introduction to the neurobiology of various psychological and neurological diseases.

Prerequisite: PRPS 110

PRPS 320, Social Psychology, 3 Units

How are individuals' thoughts, feelings, and behaviors influenced by other people? In this course, students are encouraged to become careful observers of social influences on human behavior by learning the theories and methods employed by social psychologists in order to apply these perspectives in everyday social interactions.

Prerequisite: PRPS 110

PRPS 340, History of Psychology, 3 Units

The historical growth of psychological science is surveyed here. This course focuses on major theorists and their ideas in relation to the historical context as well as current psychological issues.

Prerequisite: PRPS 110, PRPS 290

PRPS 345, Psychology of Child and Adolescent Development, 3 Units

This course is an advanced examination of emotional, cognitive, physical, and social development from infancy through adolescence. The process of human development as a complex interaction of biological and sociocultural factors are reviewed. Contemporary research topics focusing on genetics, fertility, attachment, communication, cognitive, and moral aspects of development are examined.

Prerequisite: PRPS 110, PRPS 290

PRPS 355, Psychology of Adult Development, 3 Units

This course is an advanced examination of the emotional, cognitive, physical, and social development of individuals from young adulthood through the end of life. The process of adult development as an interplay of biological, psychological, cognitive, and psychosocial aspects are examined. The emphasis is on normal patterns in personal and emotional development in adulthood, as well as on contemporary research in areas of health, gender, marriage and relationships, family and parenting, ethnic/ecological systems, work, ethics, and morality.

Prerequisite: PRPS 110, PRPS 290

PRPS 360, Abnormal Psychology, 3 Units

The major focus of this course is mental illness and abnormal behavior, in light of modern theory and knowledge. Current trends and modern methods of diagnosis, understanding, treatment, and prevention are discussed.

Prerequisites: PRPS 110 and PRPS 290 or SOCW 310 and SOCW 311

PRPS 362, Research Methods in Psychology, 4 Units

Students engage in a comprehensive overview of both quantitative and qualitative research methods used in psychological research, along with an understanding of the ethical considerations and other challenges involved in good research design. Students also engage in an original research project and learn to write utilizing the style adopted by the American Psychological Association. This class includes an additional lab component. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: PRPS 110 and PRMA 130

PRPS 370, Industrial/Organizational Psychology, 3 Units

Students survey the basic behavioral science research and thinking as they contribute to industrial and organizational psychology, including worker attitudes and theories of motivation, organizational structure and communication, theories of leadership and decision making, conflict resolution, and methods of personnel selection and appraisal.

Prerequisite: PRPS 110

PRPS 375, Psychology of Conflict Management and Mediation, 3 Units

This class develops a psychological understanding of the dynamics of human conflict; the differences between constructive and destructive conflict; the different ways in which conflict can be managed, resolved and transformed, and develops the basic skills in the management and resolution of conflict.

Prerequisite: PRPS 110 or Instructor's consent

PRPS 380, Psychology of Personality, 3 Units

This course acquaints students with the various basic elements of personality and their integration. Students explore concepts regarding the basic components of personality and the processes that undergird an individual's growth and behavior. The course also reviews current and traditional theories of personality.

Prerequisites: PRPS 110 and PRPS 290 or SOCW 310 and SOCW 311

PRPS 385, Health Psychology, 3 Units

This is a survey course exploring the role of psychology as it is related to human physiology and the health field. Topics include basic neurology, stress management, nutrition, addictive substances, immunological disorders, and other relevant psychophysiological areas.

Prerequisites: PRPS 110, PRPS 290 or SOCW 110 SOCW 111, BIOL 101 or BIOL 151, or instructor permission

PRPS 386, Community Psychology, 3 Units

This course is designed to give students an introduction to the field of community psychology. This area of psychology is concerned with the scientific study of social structures and their influence on individuals, groups, and organizations. The main focus will be on the development and application of community-based psychological theory and research to understanding, designing, implementing, and evaluating social change and empowerment. The roles of research and social action at multiple levels of analysis to facilitate social change will be examined.

Prerequisite: PRPS 110

PRPS 390, Cognition, 3 Units

An overview of cognitive psychology is provided. Theories and research concerning sensation, perception, memory, and other higher-order mental processes include imagery, language, creativity, concept formation, and decision-making are discussed.

Prerequisite: PRPS 110

PRPS 400, Cultural Psychology, 3 Units

This course introduces students to cultural and multicultural psychology sub disciplines in psychology. Students develop knowledge of the history, major tenets, theories, research findings and behavioral practices in cultural and multicultural psychology. Students also gain understanding of the cultural bases for psychological processes. Students develop awareness, knowledge and skills for engaging in intercultural and multicultural contexts. Students are also asked to advance their cultural self-knowledge as well as knowledge of diverse others in order to develop cultural competence in working with individuals from diverse backgrounds. *Meets the General Education Requirement: Intercultural Competence.*

Prerequisite: PRPS 110

PRPS 405, Psychology of Learning, 3 Units

This course examines several major theories and research in the psychology of learning. How learning theories have developed historically and how learning principles apply to psychological problems are also explored.

Prerequisite: PRPS 110

PRPS 410, Psychology of Exceptional Children, 3 Units

Students examine and analyze the problems faced by the exceptional child. The study includes physical and emotional adjustment, speech and language disorders, various childhood disorders such as mental retardation and depression, and other childhood mental and physical disorders.

Prerequisites: PRPS 110 and PRPS 290 or SOCW 310 and SOCW 311

PRPS 415, Group Process, 3 Units

Students survey the basic behavioral science research and thinking as applied to human interaction in groups. This includes such topics as group formation, phases, structure, types and uses of groups, group communication, group conflict resolution, and methods of group leadership. The course includes the observation and evaluation of group interaction.

Prerequisite: PRPS 110

PRPS 430, Intervention Strategies with Children, 3 Units

This course provides an introduction to a broad range of assessment and intervention strategies designed to meet the developmental, psychomotor, language, behavioral, and education needs of children. Issues of normative and non-normative child and family functioning in child assessment and intervention planning are considered. Observational techniques, standardized tests, informal assessment measures, developmental assessments, and alternatives to current testing practices are discussed and reviewed from the multiple disciplines impacting child assessment and intervention. The broad range of modalities utilized in intervention with children is given strong emphasis with observation and student practice required at an intervention site.

Prerequisites: PRPS 110 and PRPS 290 or SOCW 310 and SOCW 311

PRPS 440, Psychology of Religion, 3 Units

This course investigates the common ground between psychology and religion. Values, mature religion, the nature of humanity, and religious experience are all areas of study for this purpose.

Prerequisite: PRPS 110

PRPS 445, Psychology of the Family, 3 Units

This course provides an overview of the field of family psychology. The three primary areas of study are: family systems theory, the family lifecycle, and several theoretical frameworks for the study of families. Students are given the opportunity to apply these concepts to their own family of origin.

Prerequisite: PRPS 110, PRPS 290

PRPS 450, Counseling, 3 Units

This course is an introduction to counseling and psychotherapy. Theories and research on the helping relationship are explored. A major portion of the course emphasizes understanding and practicing basic helping skills.

Prerequisites: PRPS 110 and PRPS 290 or SOCW 310 and SOCW 311

PRPS 453, Bilingualism, Biculturalism, & Cognition, 3 Units

This course provides students with an overview of issues in bilingualism and biculturalism from a cognitive perspective. Theories and research concerning knowledge representation, bilingual cognition (language acquisition, production, comprehension, and variations in executive functions), and bicultural cognition (cognitive consequences of culture-specific knowledge) are discussed. Students enrolled in this course may be required to share information regarding their personal life, family, or relationships.

Prerequisite: PRPS 110, PRPS 390

PRPS 455, Field Experience, 3 Units

This course is designed for students who have completed most of the psychology or sociology major requirements. Each student participates in one or more endeavor(s) that offer(s) an opportunity to apply former training in a professional setting while acquiring new knowledge. This course can be repeated to a total of 6 units counted toward the major, 9 units toward the degree. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: PRPS 110

PRPS 463, Drugs, Behavior, & Society, 3 Units

This course provides an overview of drug use historically and in contemporary society from community and bio-psychosocial perspectives. It provides an in-depth study of various psychoactive drugs of abuse, including physiological, psychosocial, health, legal and political aspects of drugs. This course explores drug-taking risk behaviors and issues related to dependence among high risk populations. Strategies for drug abuse prevention/education and intervention approaches are also examined in this course.

Prerequisite: PRPS 110

PRPS 470, Cognitive Neuroscience, 3 Units

Cognitive neuroscience as a field studies the relationship between cognitive processes and the brain. Students will first learn about the major research methods in this field, such as lesion studies, brain imaging, and animal models. The majority of the course will then describe how these methods have been used to inform our understanding about the neural correlates of memory, decision-making, perception, and social cognition.

Prerequisite: PRPS 292

PRPS 475, Research Experience I, 3 Units

This course helps students improve their research skills by providing an opportunity to integrate knowledge, skills, and interests in order to conduct a comprehensive research project. Successful completion of the course results in an APA-style paper or submission of a paper or poster presentation to a professional organization or in a professional setting. Concurrent enrollment in another research practicum course is permitted. 12 units of research experience (PSYC475, 476 combined) can be counted toward the bachelor degree requirements. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: PRMA 130

PRPS 480, Psychological Testing and Measurement, 3 Units

Students gain a thorough background in objective tests and measurements. A brief survey is offered in intelligence, personality, organization, and industrial psychological measures. Terminology is developed, dangers and advantages of psychological instruments discussed, and each student is required to administer and interpret a number of instruments. Special materials fee applies. The course is offered to juniors, seniors, and graduate students only. A materials fee applies.

Prerequisite: PRPS 110, PRMA 130, and Junior/Senior Standing

PRPS 485, Stress and Coping, 3 Units

This course provides an overview of stress and coping theory as it has developed in the research literature in the last century. The interrelationships between stress and mental illness, medical diseases, and industrial-organizational factors are discussed. Students develop a basic understanding of stress as it relates to trauma and post-traumatic symptomology. Students gain an understanding of basic stress management and coping techniques and their clinical applications.

Prerequisite: PRPS 110

PRPS 495, Special Topics in Psychology, 3 Units

This course engages students in focused study of particular topics of direct relevance or urgency in the field of psychology which are not already discussed in the curriculum. Topics vary from semester to semester and may reflect new practices, theories, or faculty research interests in the field. This course may be taken more than once as topics change.

Prerequisite: PRPS 110

PRPS 496, Senior Seminar: Psychology and Christian Integration, 3 Units

This class discusses and critically evaluates the core ideas in the integration of psychology and the Christian faith by teaching the four to five established approaches for how to integrate what is known from psychological science and what is known from Biblical hermeneutics and theology. Upon completion of the course, students are able to define and communicate an awareness of the issues and various approaches for integration. Students are also able to identify and communicate the application of the integration of psychology and the Christian faith in their own lives and practice of psychology.

Prerequisite: PRPS 110 and PRPS 362; Senior Standing

PRPS 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed, by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

Prerequisite: PRPS 110

PRPS 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisite: PRPS 110 and Junior or Senior standing.

PRPS 499, Thesis/Project, 1-4 Units

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, or artistic creation of a material form. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisite: PRPS 110, Writing 3, junior or senior standing, or instructor's permission

Department of Social Work

Master of Social Work (MSW) Overview

Social workers help people manage and overcome some of life's most difficult challenges, such as poverty, addiction, discrimination, physical and mental illness, and abuse. They provide individual, family, and group therapy; facilitate crisis prevention and intervention; advocate and participate in political action; provide management and leadership in social welfare and nonprofit agencies; and collaborate with communities to develop necessary social and economic resources. Social workers are especially committed to advancing social justice and increasing opportunities for vulnerable populations.

Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC). (<https://www.wascsenior.org>)
- The MSW program is accredited by the Council on Social Work Education (CSWE) (<http://www.cswe.org>).

For more-detailed information about the Department of Social Work, visit apu.edu/bas/socialwork/.

Admission

University graduate admission and program acceptance requirements must be met before an application is complete (see the Admission to the University (p. 13) section of this catalog).

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

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

MSW Program Mission and Goals

The following mission statement guides the MSW program:

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 the 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 the development of policies and programs that seek to advance human rights and well-being, promote social and economic justice, empower clients, and respect diversity.
5. Graduates will practice according to the values and ethics of the profession and effectively and ethically integrate Christian faith in practice, including nondiscrimination in the areas of age, class, color, culture, 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.

Foundation Competencies EPAS 2015

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to

continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the National Association of Social Workers (NASW) (<http://www.nasw.org>) Code of Ethics, relevant laws and regulation, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping the experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental rights such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive, environmental, economic, social and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi disciplinary sources and multiple ways of knowing. They also understand the process for translating research:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structure of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice in practice settings at micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

- assess how social welfare and economic policies impact the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies and other professional as appropriate. Social workers:

- apply knowledge to human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledgeable of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional and interorganizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledgeable of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the interventions with clients and constituencies;
- use interprofessional collaboration as appropriate to achieve beneficial practice outcomes; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate method for evaluation of outcomes;

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluations of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Competency 10: Demonstrate Ethical Integration of Faith and Spirituality in Social Work Practice

Social workers understand the role of spirituality and faith as part of a holistic approach to social work practice and in understanding human behavior and the social environment. Social workers apply ethical principles in the integration of faith in practice, mindful of their own beliefs and their impact on the helping relationship. Social workers recognize that faith communities are part of the cultural context of individuals, families, and communities, and provide protective as well as risk factors in the process of change. In this context, social workers articulate how Christian beliefs and values can be ethically integrated in professional social work practice. Social workers:

- demonstrate an understanding of a Christian worldview related to social work practice;
- critically analyze how Christian, spiritual, or religious traditions assist or hinder the helping process;
- demonstrate understanding of ethical integration of faith and spirituality in social work practice; and
- understand the contributions and capacity of faith-based organizations and churches as resources in the delivery of social services.

Clinical Practice with Individuals and Families Competencies EPAS 2015

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers have a deep understanding and commitment to the value base of the profession, and can conceptualize and apply ethical standards and relevant laws and regulations to complex cases involving diverse populations and emerging technologies. Social workers demonstrate advanced critical thinking skills to examine and incorporate use of best-practice frameworks for decision making, including use of supervision. Social workers integrate the value base of the profession by reflecting on one's own biases and values while considering interconnected ethical implications of assessment, diagnosis, treatment planning, and intervention. Social workers demonstrate effective regulation in working with clients while using professional judgment and behaviors, and engage in reflective and reflexive practices. Social workers demonstrate the ability to work in interprofessional teams, engaging in activities within the role and scope of practice of diverse social work settings. Social workers are aware of the importance of lifelong learning and demonstrate the ability to adapt to, learn about, and apply emerging forms of practice. They:

- consistently apply and advance National Association of Social Workers (NASW) (<http://www.naswdc.org>) principles and code of ethics in ambiguous and complex practice situations;
- recognize complex ethical considerations related to technology and practice; and
- recognize the role and appropriate use of supervision and consultation in ethical decision making.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience as it applies to clinical practice with individuals, families, and groups. Social workers can identify the ways that practitioner and client cultural backgrounds and beliefs may affect clinical social work practice. Social workers are able to recognize and address stigma, access to care, and quality-of-care issues relating to diverse client groups by identifying structures and values that oppress and/or enhance privilege or power. Social workers are able to demonstrate advanced insight into personal biases and values and their influence on work with diverse clients, extending consistent dignity and respect to others. Social workers understand how cultural concepts of distress shape assessment, diagnosis, and treatment. They:

- demonstrate and express how cultural concepts of distress and identity, as well as intersectionality, shape assessment, diagnosis, and treatment;
- apply cultural humility and competence in adapting integrated services to meet diverse client needs; and
- collaborate with and advocate for vulnerable and disempowered individuals, families, and groups so that services and resources are equitably accessed.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand the importance of protecting fundamental human rights to end all forms of oppression. Mindful of every person's fundamental right to self-determination, social workers help empower clients to navigate organizations and institutions in order to meet all their basic needs. Social workers are knowledgeable of best practices that help reduce and eradicate structural injustices within health, mental health, education, and community systems so that all individuals, particularly those who are vulnerable and oppressed, can lead healthy and thriving lives. They:

- identify and develop strategies that help reduce and eliminate systemic forms of oppression an individual may experience in his/her community or institution;
- integrate theories of human need and social justice in order to formulate policies that advance human rights for vulnerable populations; and
- use knowledge of the effects of oppression, discrimination, and historical trauma on clients and client systems to guide treatment planning and intervention.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers understand the evaluation methods of evidence-informed practice. They know how to consume and evaluate the quantitative and qualitative research literature on practice to remain informed of emerging practice trends. Social workers innovate new and effective intervention models, while identifying gaps in the research literature, particularly around disenfranchised, oppressed, and marginalized populations. They also recognize the philosophical limitations of current evidence-based research models. Social workers use best practices in research to design, analyze, and conduct their own research using quantitative or qualitative research methods. They:

- evaluate the social work profession research base to inform theory, scientific inquiry, and research;
- apply critical thinking to engage and develop a quantitative and qualitative research proposal question;
- identify practice implications determined by evidence-informed research; and
- use and translate research evidence to inform, improve, and innovate practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand the dynamic and political nature of clinical practice and apply interventions contextualized within a framework of advancing human rights within social welfare systems. Using a person-in-environment perspective, social workers understand how a client's experience is directly impacted by local, state, or federal policies. Social workers actively engage in policy practice through advocacy and by implementing strategies that help effect change at the organizational and governmental levels. They:

- identify how organizational and governmental policies impact the practice environment and the client's ability to access services;
- work alongside and on behalf of clients to influence service delivery through advocacy and legislative change; and
- use evidence-informed practice and research-based evidence to advocate for policies that advance social and economic well-being.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand engagement as an integral component of clinical social work practice, and understand the importance of relationship as instrumental in the facilitation of the helping process. Social workers utilize interpersonal skills, knowledge of human behavior, and multiple theoretical frameworks to facilitate engagement with individuals, families, groups, organizations, and communities. They:

- demonstrate the ability to attend to the interpersonal dynamics and contextual factors that strengthen and potentially threaten the therapeutic alliance;
- establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes;
- develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspective; and
- utilize appropriate multidimensional assessment instruments.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers competently engage in detailed client assessment, recognizing that assessment is an ongoing, dynamic process. They engage in differential diagnosis, utilizing the DSM in a critical and responsible manner, and utilize the various aspects of a comprehensive assessment to accurately assess their clients. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness, and are knowledgeable about interprofessional collaboration, utilization of collateral contacts, and appropriate referral to supplemental services for their clients as needed. Social workers recognize how agency setting, clinical bias, and cultural differences affect assessment and diagnosis. They:

- perform detailed client assessment and utilize critical thinking to arrive at accurate diagnoses and treatment plans;
- select appropriate intervention strategies and treatment modalities based on accurate cultural formulation and assessment of their client's presenting problems; and
- critically apply diagnostic classification systems in a process of continuous assessment.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers demonstrate advanced skills in assessment and diagnosis in order to determine appropriate application of human behavior and practice theories that inform intervention within family contexts. Social workers link interventions to problems, applying best-practice interventions throughout the dynamic and interactive process of social work practice with diverse family populations. Social workers apply critical thinking and trauma theory, and demonstrate the ability to respond to, assess, and intervene with crises and trauma at the individual, family, and community levels. Social workers engage in interprofessional and collaborative teams and within systems impacting mental health in order to advocate for, inform, and achieve client or community goals. They:

- critically select and apply best practices, evidence-based interventions, and appropriate clinical techniques for a range of presenting concerns identified in the assessment of individuals and families in diverse situations;
- demonstrate understanding of theories informing assessment of and interventions with families in diverse situations;
- demonstrate the ability to identify crises and the appropriate use of crisis intervention and prevention strategies as needed; and

- collaborate effectively with other professionals to coordinate treatment interventions and appropriate advocacy.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers competently engage in an ongoing evaluation of the dynamic and interactive process of social work practice, recognizing the diversity that exists in serving individuals, families, groups, organizations, and communities. Understanding the integral relationship between processes and outcomes, social workers apply multidimensional methods of evaluation to advance practice, policy, and service delivery effectiveness, using qualitative and quantitative outcomes measures. In doing so, social workers incorporate a thorough understanding of human behavior and the social environment in evaluating the effectiveness of applied interventions. They:

- use clinical evaluation of the process and/or outcomes to develop best-practice interventions for a range of bio-psycho-social-spiritual conditions; and
- utilize outcomes data to evaluate effectiveness of applied interventions.

Competency 10: Demonstrate Ethical Integration of Faith and Spirituality in Social Work Practice

Social workers deeply understand the role of spirituality and faith as part of a holistic approach to social work practice, particularly in understanding human behavior and the social environment. Social workers competently engage in assessing and diagnosing multifaceted needs by applying a bio-psycho-social-spiritual framework. Guided by ethics and cultural humility, social workers respect differences and professional boundaries while incorporating spirituality and faith in their clinical work with individuals, families, groups, and communities. They critically evaluate the role that Christian beliefs and values play in the helping process.

- Use critical thinking skills to apply Christian beliefs and values, as appropriate, to client needs, in an ethical manner.
- Apply bio-psycho-social-spiritual assessment skills as applicable to practice contexts.
- Integrate clients' religious, spiritual, and faith traditions and/or faith communities, as indicated, to enhance recovery.

Community Leadership and Program Administration Competencies EPAS 2015

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers have a deep understanding and commitment to the value base of the profession, particularly the commitment to advance social justice. Social workers understand the person-in-environment perspective, and possess advanced understanding of how to apply ethical standards and relevant laws and regulations to micro, mezzo, and macro practice situations. Social workers apply critical thinking and ethical frameworks to complex decision making in community practice, including the research and policy arenas. Social workers demonstrate advanced awareness of personal biases and influences and maintain professional judgment when practicing with diverse organizations and communities. Macro social workers understand the roles and responsibilities of managers in social welfare organizations, community organizers in neighborhoods, and policy advocates in state, national, and international governance. Social workers also understand emerging forms of technology, including social media, data information systems, and analytics software, and take great ethical consideration in the application of such technology. They:

- demonstrate advanced insight in personal reflection and self-regulation to maintain professionalism;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate ability to effectively communicate orally and in writing when assuming a leadership role and when collaborating with other professionals;
- use supervision and consultation to guide professional judgment and behavior;
- apply ethical decision-making skills to address complex and ambiguous practice situations; and
- utilize technology ethically and appropriately when conducting research, tracking quality of service delivery, and facilitating program outcomes.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience as it applies to an individual's experience within their larger social and cultural environment. Social workers are committed to the promotion of equal social and economic rights across all dimensions of diversity and within local, organizational, and policy arenas, recognizing the roles that privilege and discrimination have in determining the access and allocation of societal resources. Social workers are knowledgeable about challenging and rectifying organizational and structural forms of oppression, and ensure that communities, organizations, and policies are sensitive to and knowledgeable of the unique and diverse needs of their clients and constituencies. They:

- ensure the cultural competencies of programs and policies by recognizing the similarities and differences between the values and norms of the dominant society and those of oppressed, underserved, and underrepresented populations;
- collaborate with and advocate for vulnerable and disempowered communities so that power and resources are equitably distributed; and
- apply cultural humility in the examination of personal biases and values and their influence on work with diverse clients and constituencies, extending consistent dignity and respect to others.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand the foundational functions of the United Nations' universal human rights treaties for the protection of the civil, political, social, economic, educational, health, and ecological rights of individuals, communities, and sovereign nations. Social workers understand the role of cultural relativism as applied to diverse norms and values, exhibited across multicultural global populations. Social workers understand the impact of globalization on poverty, environmental resources, climate change, and the mechanisms for local and global governance as related to social policy development. They:

- integrate human rights principles for elimination of oppressive structures when developing social policies on community, state, federal, and global levels;
- apply theoretical, political, economic, and social sciences frameworks when analyzing human rights and social justice issues; and
- engage in research-informed advocacy for the rights of diverse population groups to establish social, economic, and environmental justice.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers recognize how multiple forms of knowing and their associated research methodologies help inform how evidence is developed and used to inform data-driven programmatic and policy development and implementation. Social workers understand the conceptual and operational links between program and policy design and its impact on the clients and constituencies they are designed to serve. They:

- use and translate research evidence to inform and improve practice, policy, and service delivery;
- create scientifically rigorous inquiries to create, plan, and evaluate programs and policies; and
- articulate the tensions between practice wisdom and research evidence when making practice decisions.

Competency 5: Engage in Policy Practice

Social workers understand the operationalization of social policies into equitable and effective service delivery. Social workers understand the foundational functions of human rights and social justice principles as they apply to social welfare and social services policies. Social workers understand the fundamental strategies, including engagement of stakeholders, political advocacy, and policy creation and analysis, for the establishment of social, economic, and environmental justice. They:

- assess and analyze the formative effect of organizational, ideological, religious, economic, and political factors on domestic and global social policies;
- implement sustainable development principles in the analysis and development of domestic and global social policies and programs; and
- engage multiple stakeholders in social policy development and implementation on community, state, federal, and global levels.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is a critical component of social work practice and specialize in connecting with groups, organizations, and communities utilizing theoretical practice models for engaging in the change process. Social workers establish relationships by analyzing relevant systems and identifying potential stakeholders. Social workers are committed to engagement with diverse clients and constituencies to enhance assessment and improve effectiveness of interventions. They:

- use interpersonal skills to engage constituents in the change process;
- pursue reciprocal relationships to develop desired outcomes and expectations; and
- collaborate effectively with constituents to facilitate sustainable change.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is contextual and is an ongoing component of effective social work practice among groups, organizations, and communities. Social workers collect information through identified stakeholders within critical systems, and are committed to effective assessment among diverse clients and constituencies to enhance the effectiveness of interventions. Social workers apply relevant theoretical and evidence-informed practice models in assessment of groups, organizations, and communities. They:

- research, collect, analyze, and interpret system policy and community and organizational data to inform assessment and intervention strategies;
- select and modify appropriate intervention strategies based on evidence and continuous assessment;
- mutually develop agreed-upon goals and measurable objectives; and
- initiate strategies and/or actions to achieve goals and objectives within the context of the organization, community, and/or policy arenas.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice and specialize in interventions relevant to groups, organizations, and communities. Social workers are knowledgeable of and apply evidence-informed interventions that are grounded in participatory methods. Social workers in macro practice understand the importance of acknowledging systems and power structures to best promote change and recognize the value of place-based initiative. Social workers are specifically skilled in advocacy, facilitation, policy practice, administration, and development of intervention strategies within groups, organizations, and communities. They:

- develop intervention goals and design and implement a plan of action in collaboration with individuals, groups, organizations, and communities;
- plan for the use of models, methods, and strategies that are appropriate to the local, regional, national, and international context; and
- identify power structures and use consensus building to enhance service implementation.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of ensuring effective practice with groups, organizations, and communities. Social workers recognize stakeholders in the development of evaluation methods and ensure that a broad range of qualitative and quantitative measures are utilized. Social workers in macro practice understand data collection, analysis, interpretation, and application related to program and policy evaluation, and are committed to the dissemination of outcomes of intervention strategies to enhance evidence-informed practice. They:

- establish and/or ensure that measurable evaluation criteria and methods are being utilized within change efforts;
- collect, analyze, and interpret system, policy, community, and organizational data relevant to intervention evaluation; and
- utilize evaluation data in collaboration with constituents to select and modify appropriate intervention strategies for enhanced benefit to client systems.

Competency 10: Articulate How Christian Beliefs and Values Can be Ethically Integrated in Professional Social Work Practice

Social workers understand how Christian beliefs and values can be ethically integrated into professional social work practice, and are knowledgeable about the capacity of faith-based organizations and churches as resources in the delivery of social services. Social workers understand the ethical integration of personal faith and core values as social workers, and recognize the contributions of the global Christian community in promoting social justice. They:

- critically evaluate the strengths and challenges of faith-based organizations and churches in the delivery of client services;
- demonstrate understanding of the ethical integration of personal faith and core values when working with organizations, communities, and policy arenas; and
- identify ways in which social justice is enhanced and supported by the global Christian community.

Master of:

- Master of Social Work (p. 269)

SOCW 511, Introduction to the Social Work Profession, 2 Units

Content focuses on the history, identity, values, ethics, scope of practice, 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. Attention is given to developing professional writing and critical thinking skills.

Prerequisite: Admission to MSW program

SOCW 512, Social Welfare Policy and Policy Practice, 3 Units

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 Units

Content will focus on theories that inform micro-level social work practice with individuals and families using a bio-psycho-social and spiritual framework. Human development across the life course is addressed with psychosocial theory's life stages to assist with the contextualization and integration of theories to meet the needs of diverse populations in practice.

Prerequisite: Admission to the MSW program

SOCW 514, Practice I - Interviewing and Assessment, 3 Units

This course begins a two-course sequence that provides the foundation for social work practice with individuals and families. Content includes legal and ethical practice, 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 Unit

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, understanding agency and community context, and professional ethics.

Prerequisites: Admission to the Social Work program;

corequisite: SOCW 516

SOCW 516, Field I, 3 Units

The purpose of field internship is to provide a professional setting for students to practice generalist foundation social work skills and to provide an opportunity for the integration of knowledge, skills, values, and ethical faith integration in practice. Students complete a minimum of 480 hours by the end of semester I and semester II at an approved and designated social welfare agency.

Prerequisite: Admission to MSW program;

corequisite: SOCW 515

SOCW 521, Introductory Research Methods, 2 Units

Content will introduce critical evaluation of social work research and evidence informed social work practice, along with how research can ethically be used to improve practice at individual and agency levels. Concepts include: problem identification, hypothesis formulation, measurement, sampling, qualitative and quantitative research designs, data collection methods, data analysis, and program evaluation. Students will explore how science, scholarship, and the politics of knowledge development can facilitate the mission of social work.

Prerequisite: Statistic course

SOCW 522, Diversity and Social Justice, 3 Units

Content will focus 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 self-awareness and 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 Units

Content will focus on macro-level theories and social work practice with organizations and communities. Models of practice that include comprehensive assessment, integrating an understanding of various forms and mechanisms of discrimination and oppression and their relevance to macro-level interventions, will be examined. Social work with organizations and communities embraces efforts to protect human and civil rights for the advancement of social and economic justice.

Prerequisite: SOCW 513

SOCW 524, Practice II - Intervention and Evaluation, 3 Units

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 and implementing change strategies, utilizing evidence-based practice research, interdisciplinary collaboration, advocacy, resource development, and practice evaluation.

Prerequisite: SOCW 514

SOCW 525, Field Seminar II, 1 Unit

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, knowledge and use of self, and professional ethics.

Prerequisites: SOCW 514, SOCW 515, and SOCW 516;

corequisite: SOCW 526

SOCW 526, Field II, 3 Units

The purpose of field internship is to provide a professional setting for students to practice generalist foundation practice skills and to provide an opportunity for the integration of knowledge, skills, values, and ethical faith integration in practice. Students complete a minimum of 480 hours by the end of semester I and semester II at an approved and designated social welfare agency.

Prerequisites: Admission to MSW program, SOCW 515, and SOCW 516;

corequisite: SOCW 525

SOCW 527, Research for Evidence-informed Practice, 2 Units

The content of this course prepares students to critically evaluate social work research and evidence-informed social work practice, along with the ethical use of research methods to improve clinical practice. Concepts include problem identification, hypothesis formulation, measurement, sampling, qualitative and quantitative research designs, data collection methods, data analysis, and outcomes evaluation. Students explore how science, scholarship, and the politics of knowledge development can facilitate the mission of social work.

Prerequisite: Statistics course

SOCW 528, Research for Data Driven Change, 2 Units

This course will introduce critical evaluation of social work research and its ethical application towards data-driven decision-making within community practice settings. Concepts include: problem identification, hypothesis formulation, measurement, sampling, research design, data collection methods, data analysis, and program evaluation. Students will explore how science, scholarship, and the politics of knowledge development can facilitate the mission of social work.

Prerequisite: Statistics Course

SOCW 529, Human Rights and Sustainable Development Policy, 3 Units

Content will focus on the relevance of human rights and sustainable development policy to macro-level social work practice in the U.S. and abroad. Topics will include advancement of human rights for social, economic and environmental justice and sustainable development strategies for poverty alleviation, universal education, public health, sanitation and housing, food security, access to clean water, population control and climate change. Analysis of existing global social policies will apply existing political, ideological, religious, cultural, age, and gender frameworks to explain current conditions and future trends. Secular and Christian perspectives will be explored.

Prerequisites: SOCW 522 and SOCW 523

SOCW 530, Organizing for Community Change, 2 Units

This course expands foundation year macro-level practice content to enhance theoretical understanding and develop skills in the promotion of community, organizational, and policy change to enhance social well-being and advance social justice. Special attention is focused on collaborative efforts, coalition building and participatory methods to facilitate sustainable change. Additional topics include assessment of social service delivery systems, advocacy, and professional ethics in macro practice. The importance of engaging diverse communities, recognition of underrepresented and underserved populations, and utilizing cultural humility in practice are emphasized.

Prerequisite: SOCW 523

SOCW 531, Human Rights and Sustainable Development, 2 Units

Content will focus on the relevance of human rights and sustainable development to macro-level social work practice in the U.S. and abroad. Topics will include advancement of human rights and economic justice, poverty alleviation, politics, religion, culture, age, gender, and public health conditions on human rights and development-related activities. Secular and Christian perspectives will be explored.

Prerequisites: SOCW 522 and SOCW 523

SOCW 532, Advanced Community Practice, 3 Units

This course expands foundation year macro-level practice content to include community entrance, engagement, 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, identification of oppressive cultural structures, globalization, and professional ethics. Engaging diverse communities and cultural humility are emphasized.

Prerequisite: SOCW 523

SOCW 533, Organizational Behavior and Management, 3 Units

This course provides an overview of organizational behavior and effective management practices within the social service sector. Topics include: human resource/legal/ethical issues; employee diversity; organizational culture; conflict resolution; group behavior; employee training/development; hiring practices; employee motivation; budgeting; and managing organizational change. Emphasis is placed on professional written and verbal communication.

Prerequisite: SOCW 523

SOCW 534, Field Seminar III, 1 Unit

Field Seminar III focuses on presentation and discussion of student experiences in concentration field internships. Specific emphasis is placed on demonstration and evaluation of advanced practice skills, interventions, supervision use, cultural responsiveness, professional ethics, and faith integration issues addressed in coursework.

Prerequisites: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526;

corequisite: SOCW 535 or SOCW 539

SOCW 535, Field III - Community Leadership and Program Administration, 3 Units

The purpose of field internship is to provide a setting for students to develop advanced community practice skills and an opportunity for the ethical integration of knowledge, skills, values, and faith in social work. Students complete a minimum of 480 hours (600 hours for Advanced Standing students) by the end of semester I and semester II at an approved and designated agency.

Prerequisites: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526;

corequisite: SOCW 534

SOCW 536, Advanced Clinical Practice I: Adult Mental Health, 3 Units

This course begins a two-semester advanced clinical practice sequence focusing on adult mental health. Content includes further knowledge of human behavior and the social environment, symptoms, diagnoses, assessment and treatment strategies associated with psychiatric conditions, brain functioning and chemistry, psychotropic medications, and managed care expectations. Secular theoretical and Christian counseling perspectives are integrated throughout the course.

Prerequisites: SOCW 514 and SOCW 524

SOCW 537, Child and Adolescent Behavioral Health and Diagnosis, 3 Units

This course focuses on behavioral health issues experienced by children and adolescents, and discussion of the effects of trauma on social and emotional development. Diagnostic issues affecting children and related treatment interventions are explored in the contexts of child welfare, school-based behavioral health, and healthcare settings. Research-informed approaches are taught, to improve functioning and well-being of children and adolescents. Laws impacting work with minors and families, as well as ethical issues for social work practitioners, are presented. Course content meets California education requirements in the area of child abuse assessment for LCSW licensure.

Prerequisites: SOCW 513, SOCW 514, and SOCW 524

SOCW 538, Clinical Practice with Groups, 2 Units

This course presents different theoretical approaches and treatment strategies associated with clinical social work practice with groups. Topics of group development stages, professional ethics in practice with groups, leadership principles, diversity issues, and evaluation methods are presented.

Prerequisites: SOCW 513, SOCW 514, and SOCW 524

SOCW 539, Field III-Clinical Practice, 3 Units

The purpose of field internship in the clinical specialization year is to provide 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 across the life span continuum. Students complete a minimum of 480 hours (or 600 hours for Advanced Standing students) by the end of fall and spring semesters at an approved and designated agency.

Prerequisites: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526;

corequisite: SOCW 534

SOCW 541, Capstone Leadership Project, 3 Units

This course prepares students for professional leadership roles in social work settings and supports completion of the capstone leadership project. Content integrates development of leadership skills, self reflection, professional use of self, interprofessional practice, use of research to inform practice, and knowledge of program context to implement sustainable change in organizations. Professional ethics and decision making, which influence the leadership role in social work, are examined.

Prerequisites: All foundation courses and completion of first semester of specialization courses

SOCW 542, International Social Work Policy and Practice, 2 Units

Content will focus on international social work practice at multiple systems levels. Topics will include comparison of United States' and international social welfare policy, differing theoretical and religious perspectives, neo-liberal economic development policies, globalization, and issues immigrants and other marginalized groups. Practice content will address poverty alleviation, conflict and post-conflict reconstruction, displacement and forced migration concerns.

Prerequisites: SOCW 522, SOCW 523, SOCW 531, SOCW 532

SOCW 543, Fundraising, Grant Writing, and Fiscal Decision Making, 3 Units

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 Unit

Field Seminar IV focuses on presentation and discussion of students experiences in concentration year field internships and preparation for masters-level social work employment and licensure. Specific emphasis is placed on critical thinking and communication of professional judgments, integration of theory, assessment, intervention, and evaluation, as well as professional development issues.

Prerequisites: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 534, SOCW 535 or SOCW 539;

corequisite: SOCW 545 or SOCW 548

SOCW 545, Field IV - Community Leadership and Program Administration, 3 Units

Field internship provides a setting for students to utilize advanced community practice skills and an opportunity for the ethical integration of knowledge, skills, values, and faith in social work. Students complete a minimum of 480 hours (600 hours for Advanced Standing students) by the end of semester I and semester II at an approved and designated agency.

Prerequisites: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 534, and SOCW 535;

corequisite: SOCW 544

SOCW 546, Family Therapy in Context, 3 Units

This course focuses on family practice contexts and theories of child welfare and family therapy. Content includes social worker roles and scope of practice in child welfare practice, and current approaches to assisting families in the child welfare system. Also included is the demonstration and practice of family therapy, application of theory, and assessment and intervention on diverse family systems. The course addresses legal and ethical problem solving related to contemporary professional ethics and statutes and regulations related to family law.

Prerequisites: SOCW 536, SOCW 537

SOCW 547, Social Welfare Policy and Integrated Healthcare Practice, 2 Units

American social welfare policies relevant to health and behavioral health care are presented. The historical and social context of health and behavioral health care and the roles of the public and private sectors in shaping contemporary trends and issues, particularly among vulnerable communities, are considered. Topics include healthcare reform, integrated care, managed care, access/treatment disparities, advocacy and policy reform, and the recovery model.

Prerequisite: SOCW 512

SOCW 548, Field IV - Clinical Practice, 3 Units

Field internship provides a setting for students to develop advanced clinical practice skills and an opportunity for the ethical integration of knowledge, skills, values, and faith in social work. Students complete a minimum of 480 hours (600 hours for Advanced Standing students) by the end of semester I and semester II at an approved and designated agency.

Prerequisites: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 539;

corequisite: SOCW 544

SOCW 550, Advanced Standing: Intermediate Praxis, 3 Units

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 Units

This advanced standing course provides an overview of evidence-based practice models, used of diagnostic criteria and assessment strategies, and quantitative and qualitative research methods to inform practice. Assignments focus on legal ethical issues, documentation, assessment, and evaluation.

Prerequisites: Prior statistics course with grade of C or higher

SOCW 552, Program Planning and Evaluation, 3 Units

Systematic program planning with a focus on outcomes is a critical component in operating effective human service programs. Over the course of this semester, you will become familiar with program design and program evaluation methodologies, and the tools most commonly used to assess human service programs. Additional topics will include identification and use of performance measures, the roles of evaluators and stakeholders, the influence of the political environment, technology applications, and applicable ethics related to program design and evaluation. At the completion of this course you will be prepared to design and implement programs and conduct outcome evaluations to ensure program efficiency and effectiveness for clients, staff and external funding sources.

SOCW 561, Addictions: Assessment and Intervention, 3 Units

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 Units

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 Units

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 Units

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 565, Clinical Spanish Practice in Social Work, 3 Units

This course will teach students to utilize clinical skills in Spanish. It will increase cultural competence and understanding of the Latino culture and its intragroup differences, which enables students to confront myths and stereotypes regarding this population. This class will be conducted primarily in Spanish. Students are encouraged to support each other in the development of language and clinical skills.

SOCW 566, Social Work, Health and Aging, 3 Units

This course explores concepts, social policies, resources, and interventions related to social work practice with the older adult population. Content integrates themes of diversity, ageism, empowerment, and faith; as well as community-based and cross-cultural competence. Course content includes a focus on biopsychosocial assessment, with emphasis on functional and cognitive status, integrated health care practice, interdisciplinary practice, and end of life care.

SOCW 567, Marital Therapy and Domestic Violence, 3 Units

This course is an overview of current theories, methods, and psychological instruments used in marriage therapy interventions. Content includes detection, assessment, and intervention strategies for spousal or partner abuse, meeting California requirements for training in the area of domestic and family violence for MFT and LCSW licensure. Students apply course material to role-play scenarios during class time. Attention is given to issues of ethnic diversity, blended families, and faith integration.

SOCW 568, Military Social Work, 3 Units

The purpose of this course is to understand the unique and complex needs of service members, veterans, and military families. This course presents knowledge and skills essential to effective social work practice. Topics range from military culture, ethical issues, diversity, faith integration, trauma, assessment, family issues, reintegration, domestic violence, substance abuse, homelessness, suicide, building resiliency, and clinical interventions for use in social work settings.

SOCW 569, Human Sexuality and Sex Therapy, 3 Units

This course reviews human sexuality as a basis for sex therapy and clinical social work involving sexuality issues. Students examine and evaluate biological, psychological, social, moral, and faith perspectives on sexual development and functioning. In addition, students survey literature on sexual dysfunction, and learn treatment strategies utilized in various social work contexts and systems of marital and sex therapy. This course meets California Board of Behavioral Sciences requirements for clinical social work licensure.

SOCW 570, International Social Work Policy and Practice, 3 Units

Content will focus on international social work practice at multiple systems levels. Topics will include comparison U.S. and international social welfare policies, different theoretical, economic, cultural, ideological and religious perspectives, neoliberal economic development policies, and issues involving immigrants and other marginalized groups. The impact of globalization and climate change on rapid urbanization and population growth will be discussed. Practice content will address poverty alleviation, conflict and post-conflict reconstruction, displacement and forced migration concerns.

SOCW 595, Special Topics, 1-6 Units

Special topics courses offer graduate-level content that is typically scheduled in an intensive format. These courses include a wide range of specialized topics relevant to professional social workers. The unit values of these courses range from 1-6 depending upon the specific contact hours and coursework load. Note: Elective offerings vary year to year.

SOCW 599, Readings in Social Work, 1-3 Units

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.

Faculty

Department Chair

Mary Rawlings (<http://www.apu.edu/bas/faculty/mrawlings>), Ph.D., LCSW

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UCCF Coordinator

Virginia Olivas (<http://www.apu.edu/bas/faculty/volivas>), MSW

Professor

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Associate Professors

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Jean Un, MSW, LCSW

Adjunct Faculty

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Richard Solano, Lecturer, M.A.

Robin Thomas, Lecturer, MSW, LCSW

Anne Wrotniewski, Field Liaison, MSW

Master of Social Work

Specializations

Clinical Practice with Individuals and Families

This specialization prepares students for clinically oriented practice with individuals, children, and families in contexts such as mental health clinics, veterans' services, managed care facilities, shelters, group homes, child welfare agencies, hospice, schools, correctional institutions, and other settings where personal helping relationships are developed. Specific emphasis is placed on advanced clinical practice skills with children, adolescents, adults, families, and older adults; group therapy skills; and policies specific to health and mental health concerns.

Community Leadership and Program Administration

This specialization prepares students to provide leadership in nonprofit agencies, government programs, and policy and advocacy organizations in a variety of local and global contexts. Drawing on the significant cultural diversity characterizing the Los Angeles area, and the expertise of faculty, the curriculum prepares students to be proactive leaders and to collaborate with communities to improve upon the complex local, national, and international social problems they encounter. Curriculum content in this specialization includes organizational behavior and management, program planning and evaluation, organizing for community change, human rights and social policy with an optional emphasis in international social work, and research methods for data-driven change.

Program Options

The **full-time** program (two years, 60 units) includes classes two days per week and approximately 16 hours per week of supervised internship. All students take the same first-year foundation courses. Specialization courses are taken in the second year of the program.

The **part-time** program (four years, 60 units) includes classes every Tuesday beginning at 4:20 p.m. (two classes per term, scheduled back-to-back). In addition, there are a total of four Saturday intensive courses required, which meet three to five times per term, in years one and three of the program. All students take the same foundation courses in the first and second years. Specialization 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 **full-time Advanced Standing** program (36 units) allows graduates of CSWE-accredited BSW programs to earn their MSW degree in 10 months. Students complete two three-unit Advanced Standing bridge courses during a three-week summer session (August) prior to the start of their specialization curriculum, in which they join existing full-time MSW students for the remaining two terms (30 units) of the MSW program. Advanced Standing student field internships require 20 hours per week for fall and spring terms.

The two bridge courses are:

| | | |
|----------|--|---|
| SOCW 550 | Advanced Standing: Intermediate Praxis | 3 |
| SOCW 551 | Advanced Standing: Intermediate Research and Evidence-based Practice | 3 |

The **part-time Advanced Standing** program allows graduates of CSWE-accredited BSW programs to earn their MSW degree over the course of two years. Students complete two three-unit Advanced Standing bridge courses during a three-week summer session (August) prior to the start of their specialization curriculum, in which they join existing part-time MSW students for the remaining two years (30 units) of the part-time MSW program. Part-time Advanced Standing student field internships require 20 hours per week for fall and spring of the second year of the program.

Field Internships

Field education is a required component of the MSW curriculum. The field application and placement process occurs during the term prior to the onset of field internships. Over the course of the program, students complete two field internships, with a focus on applying and integrating professional social work knowledge, values, and skills in a supervised community agency setting. Field internships occur Monday–Friday during business hours. Successful completion of the field internship/seminar curriculum, with a grade of *B-* or higher, is required for field credit and to proceed to the next field course sequence. Students are concurrently enrolled in field seminar during field internship terms. 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 in the two- and four-year options earn a total of 16 semester units for field education coursework. Advanced Standing students complete a total of eight field education units over two terms. **Field credit is not given for life experiences or for previous or current 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. Students are responsible for ensuring they have reliable transportation to and from field internship agencies.

Field education faculty select field internship sites using strict criteria consistent with accreditation standards set forth 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.

Transfer of MSW Credits

Students formerly enrolled in CSWE-accredited MSW programs at other schools may submit a list of MSW foundation-level courses completed within five years prior to admission to APU, for evaluation regarding transfer of credits. Each course will be evaluated by the MSW program on a case-by-case basis for compatibility with program requirements. A maximum of 12 units may be transferred. No credit is given for prior field internship hours.

The MSW program takes responsibility for ensuring that transferred courses are congruent with the curriculum policy statement of CSWE and meet program objectives. For any course in question, the MSW program will request a copy of the syllabus and bibliography in order to evaluate course objectives and learning activities.

A petition for transfer credit must fulfill the conditions listed below:

1. The work must have been done while the student was enrolled in good standing as a graduate student; a letter from the MSW program director is required verifying that the student was in good standing.

2. The work must have been done within five years prior to starting the MSW program at 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 APU's MSW program.

Transfer of Elective Credits

The MSW program has two elective courses (total of 6 units). Students transferring from another graduate program may petition to have up to 6 units evaluated for possible elective credit. The course(s) must be relevant to the MSW program and preferably have been taken within five years prior to admission. 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. Once in the MSW program, students must take elective courses at Azusa Pacific University, with the exception of a few preapproved international courses that may be offered by other social work programs. Independent study may be taken in place of elective courses.

Advanced Standing students may not transfer in any elective credit.

Social Work Student Conduct Code

In addition to maintaining academic standards, students must also demonstrate adherence to the Department of Social Work conduct code. Violation of the code may result in probation or termination from the program. Refer to the MSW Student Handbook (<https://www.apu.edu/bas/programs/msw/students>) for the full description of the conduct code and appeals process.

Academic Probation and Disqualification

Continuation in the MSW program requires a demonstration of academic ability. Students must maintain a minimum 3.0 GPA to continue in the MSW program. In the event the GPA drops below the minimum, the student will be placed on academic probation and given one enrollment period to raise it to the satisfactory level. A 3.0 GPA is also required for continued financial aid. Students must also pass all required social work courses with a *B-* or higher. If a student does not obtain a passing grade, the course must be repeated. A course may be attempted only twice. If the second attempt results in a failing grade, the student will be dismissed from the program.

Course Requirements

| Code | Title | Units |
|--|--|-------|
| Foundation 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 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 |
| SOCW 538 | Clinical Practice with Groups | 2 |
| Specialization Coursework | | |
| Select one of the following: | | 30 |
| Clinical Practice with Individuals and Families | | |
| SOCW 527 | Research for Evidence-Informed Practice | |
| SOCW 534 | Field Seminar III (1) | |
| SOCW 536 | Adult Behavioral Health and Diagnosis (3) | |
| SOCW 537 | Child and Adolescent Behavioral Health and Diagnosis (3) | |
| SOCW 539 | Field III-Clinical Practice (3) | |
| SOCW 541 | Capstone Leadership Project (3) | |
| SOCW 544 | Field Seminar IV (1) | |
| SOCW 546 | Family Therapy in Context (3) | |

| | |
|--|---|
| SOCW 547 | Social Welfare Policy and Integrated Healthcare Practice (2) |
| SOCW 548 | Field IV—Clinical Practice (3) |
| XXX | Elective 3 units |
| XXX | Elective 3 units |
| Community Leadership and Program Administration | |
| SOCW 533 | Organizational Behavior and Management (3) |
| SOCW 528 | Research for Data Driven Change |
| SOCW 529 | Human Rights and Sustainable Development Policy |
| SOCW 530 | Organizing for Community Change |
| SOCW 534 | Field Seminar III (1) |
| SOCW 535 | Field III - Community Leadership and Program Administration (3) |
| SOCW 541 | Capstone Leadership Project (3) |
| SOCW 544 | Field Seminar IV (1) |
| SOCW 545 | Field IV - Community Leadership and Program Administration (3) |
| SOCW 552 | Program Planning and Evaluation |
| XXX | Elective 3 units |
| XXX | Elective 3 units |
| Total Units | 60 |

Requirements for Advanced Standing Program

| Code | Title | Units |
|--|---|-------|
| Bridge Courses | | |
| SOCW 550 | Advanced Standing: Intermediate Praxis | 3 |
| SOCW 551 | Advanced Standing: Social Work Ethics and Practice | 3 |
| Specialization Coursework | | |
| Select one of the following | | 30 |
| Clinical Practice with Individuals and Families | | |
| SOCW 534 | Field Seminar III (1) | |
| SOCW 536 | Adult Behavioral Health and Diagnosis (3) | |
| SOCW 537 | Child and Adolescent Behavioral Health and Diagnosis (3) | |
| SOCW 539 | Field III-Clinical Practice | |
| SOCW 527 | Research for Evidence-Informed Practice | |
| SOCW 541 | Capstone Leadership Project (3) | |
| SOCW 544 | Field Seminar IV (1) | |
| SOCW 546 | Family Therapy in Context (3) | |
| SOCW 547 | Social Welfare Policy and Integrated Healthcare Practice (2) | |
| SOCW 548 | Field IV—Clinical Practice (3) | |
| XXX Electives 3 units | | |
| XXX Electives 3 units | | |
| Community Leadership and Program Administration | | |
| SOCW 533 | Organizational Behavior and Management (3) | |
| SOCW 552 | Program Planning and Evaluation | |
| SOCW 528 | Research for Data Driven Change | |
| SOCW 529 | Human Rights and Sustainable Development Policy | |
| SOCW 530 | Organizing for Community Change | |
| SOCW 534 | Field Seminar III (1) | |
| SOCW 535 | Field III - Community Leadership and Program Administration (3) | |
| SOCW 541 | Capstone Leadership Project (3) | |
| SOCW 544 | Field Seminar IV (1) | |
| SOCW 545 | Field IV - Community Leadership and Program Administration (3) | |
| XXX Electives 3 units | | |

XXX Electives 3 units

Total Units

36

Pre-Licensure Coursework Options

The following MSW courses meet California Board of Behavioral Sciences (BBS) pre-licensure requirements. The BBS courses are noted in parentheses.

- SOCW 569 Human Sexuality and Sex Therapy (Human Sexuality Requirement)
- SOCW 561 Addictions: Assessment and Intervention (Alcoholism/Chemical Dependency Requirement)
- SOCW 537 Child and Adolescent Behavioral Health and Diagnosis (Child Abuse Assessment Requirement)
- SOCW 567 Marital Therapy and Domestic Violence (Spousal or Partner Abuse Requirement)
- SOCW 566 Social Work, Health, and Aging (Aging and Long-Term Care Requirement)

California Law/Professional Ethics is embedded in the MSW curricula and is approved by the BBS for meeting pre-licensure requirement. See the MSW Student Handbook (<https://www.apu.edu/bas/programs/msw/students>) for more information.

Support Services

The Community Counseling Center

The Community Counseling Center (<http://www.apu.edu/cc>), a Christian-based counseling center, provides high-quality counseling and consulting services at a low cost to the community. Families use the center's resources to resolve life-transition dilemmas and find harmony between their values and actions. The center also enables students in APU's clinical and family psychology programs to develop the necessary skills to become effective therapists and/or psychologists. For more information, call (626) 815-5421.

School of Business and Management

LP and Timothy Leung School of Accounting

The School of Business and Management also houses the LP and Timothy Leung School of Accounting (p. 284).

Programs Offered

- Master of Business Administration (MBA) (p. 288)
- Master of Business Management (MBM) (p. 285)
- Master of Professional Accountancy (MAcc) (p. 284)

Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC). (<https://www.wascsenior.org>)
- The School of Business and Management (SBM) is accredited by the International Assembly for Collegiate Business Education (IACBE).

For more-detailed information about the School of Business and Management, visit apu.edu/business/.

Mission Statement

The School of Business and Management is a Christ-centered community of scholars and professionals pursuing academic excellence to advance the work of God in the world, developing students of character and competence as difference makers in business and society.

Admission

University graduate admission and program acceptance requirements must be met before an application is complete (see the Admission to the University (p. 13) section of this catalog). If a student wishes to change programs, the School of Business and Management requires students to file a Change of Program form and comply with all program admission requirements. Students should contact the Office of Graduate and Professional Admissions in the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter>) for more information. International students must contact the International Center (<http://www.apu.edu/international>).

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

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

Graduate Business Programs

Azusa Pacific University's School of Business and Management offers comprehensive and intensive graduate accounting, business, and management programs that develop exceptional business management professionals with outstanding moral character, strong analytical and innovative decision-making skills, and a worldview that understands and appreciates the global diversity in cultures, markets, and economies. SBM graduate programs provide advanced professional education and academic studies leading to successful careers in business firms, government agencies, and nonprofit organizations.

The foundation of two integrative themes, leadership and ethics, forms the core of the graduate business and management programs. These themes are reflected in the curriculum and coursework designs that combine on-campus classroom study with national or international field study experiences during the course of the various programs as applicable. Graduate courses in business and management are offered in seven-week terms that allow completion of the degree programs in tracks ranging from 12-30 months.

Students are able to conduct research and case studies in various courses, and prepare presentations on specific companies, industries, markets, countries, or project analyses undertaken as specified in the coursework.

Faculty and students explore business and management problems from multidisciplinary perspectives that:

- Develop effective leadership and management professionals with critical and analytical thinking and sound decision-making skills.
- Increase knowledge, awareness, and recognition of the global diversity of ideas, cultures, markets, and economies.
- Provide opportunities for intellectual exchange and practical experience while emphasizing interpersonal skills and teamwork.

The graduate business and management programs are an integral part of the university's vision of scholastic leadership through excellence in academic programs, community service focus, and deep commitment to faith that reaches across the globe. The 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.

ACCT 505, Accounting Internship, 3 Units

This course provides a practical application of principles and theory in an actual business setting through an accounting internship with a CPA firm. Students without prior public accounting internships or work experience are required to take the course.

Prerequisite: Acceptance into the program.

ACCT 510, Accounting and Tax Research Methods, 3 Units

In preparation for professional practice, students explore accounting research methods and tax issues utilizing professional online research databases to properly identify and focus research questions, interpret data, develop opinions, and effectively communicate the results.

Prerequisite: Acceptance into the program

ACCT 512, Management Accounting, 3 Units

Students investigate the various ways management uses accounting information to make critical strategic and operational decisions such as product pricing, line extensions, and activity-based costing and to evaluate operating performance including EVA and balanced scorecard. Students discuss methods of distilling key financial and managerial accounting information, as well as motivating and aligning management to act in the firm's best interests. Case based

ACCT 515, Accounting Information Systems, 3 Units

This course emphasizes the application of accounting information systems. Students gain experience in auditing data within the computer environment and learn the controls necessary to ensure the accuracy and reliability of the accounting system.

Prerequisite: Acceptance into the program.

ACCT 520, Global Financial Accounting Standards, 3 Units

This course compares global accounting standards of the International Financial Reporting Standards to Generally Accepted Accounting Principles standards in the United States. Topics include statements of operations, financial position, stockholders' equity, and cash flow, as well as research and development, inventories, pensions, stock options, intangibles, leases, and taxes. Students learn through in-depth analysis of contemporary financial reporting requirements promulgated by the national and international accounting standards boards.

Prerequisite: Acceptance into the program

ACCT 525, Accounting Ethics, 3 Units

Students explore accounting ethics encountered in practice such as, moral reasoning to resolve ethical dilemmas and accountants' professional codes of conduct. Topics include major philosophical schools of thought, biblical perspective on accountability, ethical reasoning strategies, earnings management, fraud, and corporate governance.

Prerequisite: Acceptance into the program

ACCT 530, Advanced Business Law, 3 Units

Focusing on advanced legal issues encountered in financial and commercial business transactions, this course offers an in-depth study of business law, mergers and acquisitions, sales, commercial paper, secured transactions, documents of title, bankruptcy, securities regulations, and the legal liability of accountants.

Prerequisite: Acceptance into the program.

ACCT 535, Advanced Managerial Accounting, 3 Units

Students investigate the various ways management uses accounting information to make critical strategic and operational decisions such as product pricing, line extensions, and activity-based costing, and to evaluate operating performance including EVA and balanced scorecard. Students discuss methods of distilling key financial and managerial accounting information, as well as motivating and aligning management to act in the firm's best interests. Case based.

Prerequisite: Acceptance into the program

ACCT 540, Forensic Accounting and Fraud Investigation, 3 Units

Discussion focuses on the principles and methodology of forensic accounting, including fraud detection and prevention. Students examine consumer, management, employee, and financial statement fraud. Prevention through internal controls and evidence gathering techniques are also addressed.

Prerequisite: Acceptance into the program.

ACCT 545, Advanced Auditing, 3 Units

This course covers advanced auditing topics and helps students develop an understanding of auditing standards and practice through in-depth analysis of contemporary auditing theory as promulgated by the accounting profession. The course emphasizes pronouncements by the Auditing Standards Board and the Public Company Accounting Oversight Board.

Prerequisite: Acceptance into the program

ACCT 550, Accounting for Governmental and Nonprofit Entities, 3 Units

Students review theory and principles applicable to nonprofit accounting and accounting for government units. Topics include financial performance measurement and the accounting requirements and reporting practices of specific types of nonprofit organizations. Government topics include objectives and principles of government accounting and budgetary, revenue, and expenditure accounting.

Prerequisite: Acceptance into the program

ACCT 590, Integrative Accounting Review, 3 Units

In this course, students integrate the learning experience by completing modules related directly to CPA exam preparation.

Prerequisites: ACCT 510, ACCT 515, ACCT 520, ACCT 525, ACCT 530, ACCT 535, ACCT 540, and ACCT 545.

BUSI 511, Quantitative Analysis and Research, 3 Units

Decision making in the business enterprise is becoming increasingly complex. This course introduces students to the research process including literature review, hypothesis development, research design, data collection, sampling, hypothesis testing, regression analysis, qualitative data analysis, and report writing. Upon completion of the course, students should be able to design, execute and present a quantitative business research project from start to finish. Laptop computers are required in each class, and students should have already mastered basic statistical analysis prior to taking this class.

BUSI 514, Operations Management, 3 Units

Different business strategies require different processes, and each strategy utilizes unique capabilities to gain competitive advantage. Students use a process view of operations to analyze key dimensions such as capacity planning, cycle time management, role of technology, logistics and supply chain management, and quality management. Finally, students connect to recent developments such as lean or world-class manufacturing, just-in-time operations, time-based competition, and business re-engineering. Case based.

Prerequisite: BUSI 521

BUSI 516, Organizational Behavior, 3 Units

This course provides students with the social science tools needed to solve organizational problems and influence the actions of individuals, groups, and organizations. It prepares managers to organize and motivate the human capital of the firm, manage social networks and alliances, and execute strategic change through knowledge of competitive decision making, reward system design, team building, strategic negotiation, political dynamics, corporate culture, and strategic organizational design. Case based.

BUSI 519, Research Design and Program Evaluation for Nonprofits, 3 Units

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 522, Private Enterprise and Public Policy, 3 Units

This course provides an introduction to political economy, the role of government in a mixed economy, business-government relations, the public policy process, regulation of business, corporate political activity, and the creation of businesses to capitalize on opportunities driven by legislative or regulatory action. Case based.

BUSI 523, Manufacturing Operations, 3 Units

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 528, Consulting for Organizations, 3 Units

This course provides an overview of the consulting and advisory process as it relates to external and internal consultation in industry. The course focuses on various aspects of the consulting process life cycle such as gaining and retaining clients, developing proposals and engagement letters, defining client needs and diagnosing problems, utilizing effective data collection and analysis methodologies, documenting information gathered, developing solutions, presenting recommendations, and managing project requirements. Several types of consulting services and related issues are addressed. Students gain experience in basic consulting skills by completing a real-life consulting project and presenting their findings orally and in writing.

Prerequisite: HROD 521

BUSI 530, Capstone Project: Entrepreneurial Emphasis, 3 Units

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 Units

Following introductory class sessions on moral philosophy and democratic capitalism, students explore a variety of issues/decisions confronting leaders/managers. Case study situations include such areas as stewardship, truth in advertising, social (behavior change) marketing, marketing research (privacy and confidentiality); corporate responsibility, board/staff relations (accountability), individual responsibility (limits of welfare), and global issues (government corruption, labor practices, etc.).

BUSI 542, Managing Cultural Differences, 3 Units

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 Units

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 548, International Business, 3 Units

This course covers the various strategies businesses use in worldwide operations. Students explore the development of business strategies, the motivations for firms to expand operations globally, organizational challenges, and managerial implications. Students also examine political, economic, and social factors that shape the international business environment. The course focuses on competitive responses to these external pressures and identifies strategic models or approaches. Organizational capabilities, structures, and systems are examined to deliver optimal results. The necessary processes to acquire cross-border knowledge for creating joint ventures and alliances are examined. Finally, the future role of Multi-National Enterprises (MNE's) for the global economy is explored. Case and simulation based.

BUSI 550, Capstone Project: International Emphasis, 3 Units

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 Units

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 Units

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 Units

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 Units

This course examines the principles and methods of fundraising that respond to one's understanding of what donors, funders, and volunteers value, that is, what inspires their giving and how to develop and nurture these relationships. It uses case studies to demonstrate successful/unsuccessful promotional techniques, including advertising campaigns, direct mail, and special events. It also explores such areas as if/when to use consultants and special forms of planned giving. Finally, the course includes units on philanthropy/corporate giving and foundations, as well as a unit on grant writing.

BUSI 562, Effective Nonprofit Leadership and Management, 3 Units

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 Units

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 Units

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 569, Nonprofits in America: History, Philosophy, and Tradition, 3 Units

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 576, Business Internship, 3 Units

This course provides the student an opportunity to apply educational principles, theory, and disciplinary skills to a position with an organization, either for-profit or not-for-profit. The student is responsible for obtaining the employment, and submits the application for appropriate internship approvals. The student learns to set objectives and measure performance against objectives in a business or related setting through a structured reporting process with the instructor. Projects and assignments will be due throughout the term.

Prerequisites: Completion of 30 units, appropriate employment for internship, and instructor's permission.

BUSI 577, Global Field Study, 3 Units

This course provides the framework for graduate students to register for and complete a global field study in various countries around the world. During the course, students conduct corporate visits to business firms locally and around the globe to discuss how they apply and practice the business management principles, concepts and theories covered in the graduate curriculum.

BUSI 581, Strategic Leadership, 2 Units

Students learn to set an organization's strategic direction, align corporate organizational structure to implement strategy, and lead individuals. Students explore the power and strategic importance of their own formation and identity as a leader in creating value, mobilizing resources around opportunities, and influencing others through their corporate role. Class discussions serve as a framework for exploring high-performance impact, corporate culture, reputation, leading strategic change, and leadership theories and styles, with particular attention to servant leadership as an extension of a Christian worldview. Students further explore informal and formal authority and the strategic connection between personal leadership and organizational effectiveness.

BUSI 583, Integrated Decision Making, 3 Units

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

BUSI 590, Capstone Project, 3 Units

This comprehensive capstone experience provides an opportunity for students to integrate the learning experience through the formulation of a business plan and corporate report providing strategic direction to a business. The completed strategic plan describes the general economic process applied to a business selected by the student: seasonal sales cycle, inflation/recession tendencies, and product life cycle. Emphasis is placed on the development of strategies, economic analysis, and flexibility of strategic alternatives within the business plan.

BUSI 591, Marketing Strategy for Competitive Advantage, 3 Units

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 Units

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 Units

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 Units

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 Units

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 Units

This program of study exposes students to the inner workings of several different organizations, research and development, and manufacturing facilities. The commonalities and differences students observe stimulates their thinking with regard to what matters and what works. The course consists of an intensive fieldwork experience as well as assigned readings that focus on firsthand experiences of business leaders. Grading is Pass/Fail.

BUSI 598, Executive Seminar, 1 Unit

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 Units

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.

HROD 500, Foundations of Human Resource Development, 3 Units

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 Units

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 Units

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

HROD 520, Career Development Systems, 3 Units

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 Units

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: MGMT 517

HROD 531, Designing and Managing Compensation and Benefit Systems, 3 Units

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: MGMT 517

HROD 532, Human Resource Law, 3 Units

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: MGMT 517

HROD 550, Instructional Design and Training Methods, 3 Units

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 Units

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 Units

This course focuses on developing an understanding of diversity and cultural difference. Students examine effective and ineffective management techniques and learn helpful approaches to conflict resolution in multicultural work environments.

HROD 577, Cultural Explorations in Global Business, 3 Units

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 Units

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 Units

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.

MGMT 501, Managerial Communication, 3 Units

Management, by definition, is achieving results with and through other people. Therefore, all of the technical and analytical skills in the world are useless unless you can communicate- that is, explain, persuade, and collaborate with others either by writing, interacting one-on-one, or presenting to a group. This course is aimed at equipping 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 Units

This course provides an introduction to management skills necessary for the twenty-first 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 your life, this course will focus on work setting management skills to help students improve their own competency in a managerial role.

MGMT 503, Business Strategy: Theory and Practice, 3 Units

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. This course includes elements of organizational behavior. Business cases are used as application of theoretical concepts.

MGMT 510, Current Issues in Business and Management, 3 Units

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

MGMT 515, Applied Research and Analysis, 3 Units

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

MGMT 516, High Performance People Management, 3 Units

This course provides students with the social science tools needed to solve organizational problems and influence the actions of individuals, groups, and organizations. It prepares managers to understand how to best organize and motivate the human capital of the firm, manage social networks and alliances, and execute strategic change. Case based

MGMT 517, Managing Human Capital, 3 Units

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.

Prerequisite: HROD 500 or GNRS 560

MGMT 521, Organizational Development and Change, 3 Units

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.

Prerequisites: MGMT 515 and MGMT 516

MGMT 529, Ethical Decision Making, 3 Units

This course raises students' moral recognition level, provides them with the apparatus to make moral decisions in a business context, and considers ethical problems in business according to Christian principles. Emphasis is placed on the role of the leader in organizations.

MGMT 540, Diversity for Strategic Advantage, 3 Units

This course introduces the major goals, principles, and concepts of multiculturalism with particular emphasis on its impact on organizational effectiveness. It explores the cultural, linguistic, and socioeconomic factors influencing the workplace. This course offers concepts to improve learning and working environments and interaction among employees, businesses, and communities.

MGMT 541, Global Business Management, 3 Units

This course focuses on the environmental and functional differences between U.S. and international business, including exporting, balance payments, strategic planning, organization of multinational firms, international financial planning and cash management, foreign exchange planning, comparative management philosophies, international marketing strategies, incorporation for international operations and external relations of the multinational corporation.

MGMT 551, Leadership in Organizations, 3 Units

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

MGMT 561, Managing Teams and Conflict, 3 Units

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 Units

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.

Prerequisite: MGMT 521

MGMT 577, Global Field Study, 0 Units

This course provides the framework for graduate students to register for and complete a global field study in various countries around the world. During the course, students conduct corporate visits to business firms locally and around the globe to discuss how they apply and practice the business management principles, concepts and theories covered in the graduate curriculum.

MGMT 578, Strategic Management, 3 Units

Taken in the last semester, this course explores how to convert executive vision into definitive plans that can be operationally implemented, and provides opportunity for practice and experimentation in strategy formulation and change management. Students use strategy support systems to transition from a change-resistant operational approach to a future-oriented approach characteristic of strategic thinking. Case and project based.

Prerequisite: FIN 513

MGMT 581, Ethical Leadership, 3 Units

This course provides a foundation for two integrative themes - leadership and ethics. Leadership is examined from both a theoretical and practical perspective, with an emphasis on servant leadership. An ethical framework for management decision-making is established and used. Students will learn about their spiritual gifts, strengths themes, personality types, and leadership styles, and will explore how to effectively apply them in leadership settings.

MGMT 582, Strategic Management in Not-for-Profit, 3 Units

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 Units

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 Units

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: MGMT 521; final semester of MAM program

WEB 571, Web Site Design and Development, 3 Units

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 Units

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 Units

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 Units

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.

Faculty

Dean

Robert H. Roller (<http://www.apu.edu/business/faculty/rroller>), Ph.D.

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Instructor

Stephanie Geter (<http://www.apu.edu/business/faculty/sgeter>), Ph.D., CPA, CFE

LP and Timothy Leung School of Accounting

Introduction

Housed within Azusa Pacific's School of Business and Management (<http://www.apu.edu/business>), the LP and Timothy Leung School of Accounting (<http://www.apu.edu/business/accounting>) focuses on developing graduates with the Christian character and competence demanded by the public accounting profession.

Vision Statement

To be a premier Christian accounting school, recognized as a thought leader on accounting character and competence to reflect the life of Christ and shine the light of Truth.

Master of Professional Accountancy (MAcc) (p. 284)

Faculty

Chair and Professor

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Associate Professors

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Assistant Professor

Rachel Mabilia (<http://www.apu.edu/business/faculty/rmabilia>), MBA, CPA

Master of Professional Accountancy (MAcc)

(626) 815-3085, Isa@apu.edu

The Master of Professional Accountancy is a 30-unit degree program that prepares students for careers as certified public accountants (CPAs). The program's curriculum combines coursework and an internship with a public accounting firm to prepare students to pass the CPA exam and meet the 150-semester-credit-hour rule required for certification by 49 of 50 states. The program focuses on developing students' character and competence consistent with the LP and Timothy Leung School of Accounting's vision (p. 284). Ideal candidates will have recently completed an undergraduate degree in accounting or a related field with a concentration in accounting, with plans to enter the public accounting profession.

Admission

University graduate admission and program acceptance requirements must be met before an application is complete (see the Admission to the University (p. 13) section of this catalog).

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

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

Additional Admission Information

Admission to the program is based on a review of each applicant's academic achievements, GMAT score, personal statement, and references. Each applicant must also interview with the chair of the accounting programs. A bachelor's degree in accounting or the equivalent or dean's permission

is required for admission. While the entirety of an applicant's package is considered, accepted applicants generally fit into one of the following two categories:

- *Regular Program Acceptance* — Students admitted to the program in this group hold undergraduate degrees in accounting or the equivalent or dean's approval, GPAs of 3.3 or higher, and GMAT scores of 550 or higher. Most students are admitted under this category.
- *Conditional Program Acceptance* — Students admitted to the program conditionally typically have undergraduate GPAs of 3.0-3.29 or GMAT scores of 500-549. Only a limited number of applicants in this group are accepted into the program. Students in this group should take special care in writing their personal statements. If admitted, conditional students must maintain a *B* or better overall GPA in the first 12 units of coursework, with no course grade below a *B-*, in order to continue in the program.

Application Deadline

Applications are accepted year-round. However, to ensure full consideration for scholarships and internships, completed applications should be received at least six weeks prior to the start of the term.

Curriculum

Program curriculum requires 30 units of specific core courses. If a student has already successfully completed an approved internship, ACCT 505 should be replaced with an elective. If a student has passed the CPA exam in full or in part, ACCT 590 should be replaced with an elective.

Core Courses

| | | |
|----------|---|---|
| ACCT 505 | Accounting Internship ¹ | 3 |
| ACCT 510 | Accounting and Tax Research Methods | 3 |
| ACCT 515 | Accounting Information Systems | 3 |
| ACCT 520 | Global Financial Accounting Standards | 3 |
| ACCT 525 | Accounting Ethics | 3 |
| ACCT 530 | Advanced Business Law | 3 |
| ACCT 535 | Advanced Managerial Accounting | 3 |
| ACCT 540 | Forensic Accounting and Fraud Investigation | 3 |
| ACCT 545 | Advanced Auditing | 3 |
| ACCT 590 | Integrative Accounting Review ² | 3 |

Electives

| | | |
|----------|--|--|
| ACCT 550 | Accounting for Governmental and Nonprofit Entities | |
| BUSI 513 | Corporate Finance | |
| BUSI 514 | Operations Management | |
| BUSI 521 | Managerial Economics | |
| BUSI 567 | Advanced Financial Analysis | |
| BUSI 578 | Strategy and Planning | |

Total Units 30

¹ If a student has already successfully completed an approved internship, an elective should be chosen to replace ACCT 505.

² If a student has passed the CPA exam in full or in part, an elective should be chosen to replace ACCT 590.

Master of Business Management (MBM)

(626) 815-3085, sbmstu@apu.edu

The Master of Business Management (MBM) program offers working professionals an accessible yet rigorous graduate business program that can be completed in 12-30 months. Program coursework provides students with the fundamental tools and functional knowledge necessary for successful business management and leadership, as well as the scholastic and professional applications framework to acquire state-of-the-art global leadership and management perspectives. Focus is placed on creating value within organizations, and making continuous positive contributions in a rapidly changing, highly diversified, and increasingly integrated business environment. Coursework also builds a foundation for successful executive leadership, development of a collaborative work ethic, expansion of management vision with global perspectives, ethical decision-making skills, and the ongoing quest for innovative value creation.

The 39-unit MBM program develops exceptional business management professionals with outstanding moral character and strong analytical and innovative decision-making skills. The ethical leadership development vision that forms the core of the program is reflected in coursework designs, which combine classroom learning with hands-on experience. Real-life case studies provide students with résumé experience and allow students to build impressive portfolios. Previous real-life cases have included companies such as Pepsi, Target, and Kaiser Permanente, along with numerous nonprofits

and startups. International and national travel opportunities give students intensive boardroom field experience, where students get to dialogue with industry executives and government leaders.

To accommodate busy schedules, classes are offered during the evening, afternoon, online, and at select regional campuses. Afternoon classes give students the opportunity to participate in real-life business strategy case studies with profit, nonprofit, and governmental organizations, and students may take advantage of the multiple delivery formats to customize their education experience. Students are admitted to and can start the MBM program in any of the six terms during the academic year.

Sigma Iota Epsilon National Honorary and Professional Management Fraternity

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

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

Admission

University graduate admission and program acceptance requirements must be met before an application is complete (see the Admission to the University (p. 13) section of this catalog).

Those without a business degree or academic preparation for graduate-level courses may be required by the program director or graduate chair to take one or more of the following to ensure their success in the program:

- MGMT 501 Managerial Communication
- MGMT 502 Developing Management Skills
- MGMT 503 Business Strategy: Theory and Practice

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

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

Curriculum

The MBM program curriculum comprises 39 units: 30 units of core courses and 9 units of concentration courses. Concentration options include: entrepreneurship, human resource management, international business, marketing, organizational development and change, organizational science, and sport management. Students may request approval to take a second concentration.

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 MBM candidacy must be taken for a letter grade, except courses offered only on a pass-fail basis.

Program Requirements

The MBM program is a 39-unit business leadership and management program consisting of a 30-unit core and a required 9-unit concentration:

| Code | Title | Units |
|---|---|----------|
| HROD 500 | Foundations of Human Resource Development | 3 |
| MGMT 510 | Current Issues in Business and Management | 3 |
| MGMT 515 | Applied Research and Analysis | 3 |
| MGMT 516 | High Performance People Management | 3 |
| MGMT 517 | Managing Human Capital | 3 |
| MGMT 521 | Organizational Development and Change | 3 |
| MGMT 541 | Global Business Management | 3 |
| MGMT 561 | Managing Teams and Conflict | 3 |
| MGMT 570 | Organizational Performance Improvement | 3 |
| MGMT 581 | Ethical Leadership | 3 |
| Required Concentration (choose one): | | 9 |

| | |
|---------------------------------------|---|
| Entrepreneurship | |
| ENTR 520 | Entrepreneurial Decision Making |
| ENTR 524 | New Venture Creation |
| ENTR 525 | Entrepreneurial Venture Analysis |
| Human Resource Management | |
| HROD 530 | Labor Law and Negotiations for Human Resource Professionals |
| HROD 531 | Designing and Managing Compensation and Benefit Systems |
| HROD 532 | Human Resource Law |
| International Business ¹ | |
| BUSI 577 | Global Field Study |
| MGMT 583 | Global Strategic Management |
| MKTG 545 | International Marketing |
| Marketing | |
| MKTG 527 | Marketing Strategy |
| MKTG 565 | Integrated Marketing Communications |
| MKTG 580 | Strategic Digital Marketing |
| Organizational Development and Change | |
| BUSI 528 | Consulting for Organizations |
| HROD 512 | Employee Development |
| HROD 550 | Instructional Design and Training Methods |
| Sport Management | |
| PE 556 | Facility and Event Management |
| PE 572 | Foundations of Sport Management |
| PE 557A | Field Studies/Internships in Sport Management |
| PE 557B | Field Studies/Internships in Sport Management |
| Organizational Science ² | |
| Total Units | 39 |

¹ BUSI 577 may be repeated once and substituted for one of the other required concentration courses with approval.

² The organizational science concentration is designed for students who, for personal and/or career reasons, need to create an individualized concentration. The three courses are typically chosen from existing concentration courses offered by the School of Business and Management, but students with unique needs may propose concentrations that include up to 9 units of graduate study offered by other schools or colleges within Azusa Pacific University. All concentrations must be approved in advance by the SBM Graduate Business Admissions Committee. Concentration courses from other college(s)/school(s) must also be approved by those college(s)/school(s).

Prerequisites

Those without a business degree or academic preparation for graduate-level courses may be required by the program director or graduate chair to take one or more of the following to ensure their success in the program:

- MGMT 501 Managerial Communication
- MGMT 502 Developing Management Skills
- MGMT 503 Business Strategy: Theory and Practice

Course Attendance and Schedule

The collaborative learning process that characterizes the MBM program requires that students be 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 MBM 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 schedules. Because the program coursework is offered in accelerated seven-week sessions, students generally cannot miss more than one class without retaking the course. Students should notify instructors of planned absences as soon as possible and make arrangements with other students to get notes/assignments. Also, since every instructor considers participation in grading, absences and tardiness may significantly affect final grades.

Academic Honors

Outstanding Graduate

At each commissioning, the graduate faculty may honor a single graduate with the distinction of Outstanding Graduate. The award is primarily based on academic achievement, but when a secondary factor is needed to make a selection, the committee determines which of the outstanding candidates contributed most to the learning community.

Commissioning Ceremony

Preceding each commencement, APU holds a commissioning ceremony for graduating students and their families. This event includes an awards ceremony, words to live by, student remarks, and a time of prayer/commissioning for each graduate.

Field Study Fees

Mandatory and elected international field study, global field study, and field experience trips that are required on a program-by-program basis incur appropriate required fees. Students who switch programs, withdraw, or are otherwise unable to participate in international field study, global field study, or field experience trips that are either required or elected for their program may be responsible for fees up to the full cost of the trip.

For the most up-to-date list of fees, visit apu.edu/graduateprofessionalcenter/sfs/costs/fees/.

Master of Business Administration (MBA)

(626) 815-3085, sbmstu@apu.edu

The Master of Business Administration (MBA) program offers working professionals an accessible yet rigorous graduate business program that can be completed in 12-30 months. The program teaches students the key concepts and equips them with the analytical and relational skills to make sound recommendations and decisions. The curriculum is designed to strike a balance between theory and practice, combining scholarship with practical experience and actual corporate case studies of business decision making. Students also elect an area of concentration based on specific interests and career aspirations.

The program provides the opportunity for students 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 students 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, and independent field research and studies. International and national travel opportunities provide students with intensive boardroom field experience, where students get to dialogue with industry executives and government leaders.

To accommodate busy schedules, classes are offered during the evening, online, and at select regional campuses, and students may take advantage of the multiple delivery formats to customize their education experience. Students are admitted to and can start the MBA program in any of the six terms during the academic year.

Prerequisites

To ensure that students are adequately prepared for the rigors of MBA-level coursework, they must demonstrate acceptable competency in business at the undergraduate level before beginning MBA studies at APU. Competency may be demonstrated via undergraduate or graduate courses through a regionally accredited institution, with a grade of C or higher. Competency may also be demonstrated through completion of online academic leveling courses provided by Peregrine Academic Services.

Curriculum

The MBA program curriculum comprises 42 units: 30 units of core courses and 12 units of concentration courses. Concentration options include: accounting, entrepreneurship, finance, international business, marketing, organizational science, and sport management. Students may request approval to take a second concentration.

Core Courses

| Code | Title | Units |
|-----------------|------------------------------------|-----------|
| MBA Core | | 30 |
| ACCT 512 | Management Accounting | |
| BUSI 511 | Quantitative Analysis and Research | |
| BUSI 514 | Operations Management | |
| ECON 521 | Managerial Economics | |
| FIN 513 | Corporate Finance | |

| | |
|---|---|
| MGMT 516 | High Performance People Management |
| MGMT 541 | Global Business Management |
| MGMT 581 | Ethical Leadership |
| MGMT 578 | Strategic Management |
| MKTG 527 | Marketing Strategy |
| Required Concentration (choose one): | |
| 12 | |
| Accounting ¹ | |
| Entrepreneurship | |
| ENTR 520 | Entrepreneurial Decision Making |
| ENTR 524 | New Venture Creation |
| ENTR 525 | Entrepreneurial Venture Analysis |
| Experienced-Based Capstone (choose one): | |
| BUSI 576 | Business Internship |
| BUSI 577 | Global Field Study |
| BUSI 590 | Capstone Project |
| Finance | |
| FIN 526 | Capital Formation |
| FIN 546 | Investments |
| FIN 567 | Advanced Financial Analysis |
| Experienced-Based Capstone (choose one): | |
| BUSI 576 | Business Internship |
| BUSI 577 | Global Field Study |
| BUSI 590 | Capstone Project |
| International Business ² | |
| BUSI 577 | Global Field Study |
| ECON 575 | Global Business Economics |
| MKTG 545 | International Marketing |
| MGMT 583 | Global Strategic Management |
| Marketing | |
| MKTG 515 | Marketing Research |
| MKTG 565 | Integrated Marketing Communications |
| MKTG 580 | Strategic Digital Marketing |
| Experienced-Based Capstone (choose one): | |
| BUSI 576 | Business Internship |
| BUSI 577 | Global Field Study |
| BUSI 590 | Capstone Project |
| Organizational Science ³ | |
| Sport Management | |
| PE 556 | Facility and Event Management |
| PE 572 | Foundations of Sport Management |
| PE 557A | Field Studies/Internships in Sport Management ⁴ |
| PE 557B | Field Studies/Internships in Sport Management ⁴ |
| Select One of the Following: | |
| PE 570 | Leadership and Administration of Physical Education and Athletic Programs |
| PE 565 | Athletics and the Law |

¹ Any student who meets the requirements for admittance into the Master of Professional Accountancy (MAcc) program may choose the accounting concentration, which consists of 12 units of regularly offered MAcc courses.

² Students who choose a concentration in international business are required to take at least one international study course, typically BUSI 577 Global Field Study. BUSI 577 may be repeated once and substituted for one of the other required concentration courses with approval.

³ This concentration is designed for students who for personal and/or career reasons need to create an individualized concentration. The final course of the concentration is typically a capstone project or internship. The other three courses are typically chosen from existing concentration courses offered by the School of Business and Management. However, students with unique needs may propose concentrations that include up to 12 units of graduate study offered by other schools or colleges within Azusa Pacific University. All concentrations must be approved in advance by the SBM Graduate Business Admissions Committee. The concentration courses must also be approved by the other college(s)/ school(s) in which the courses will be taken.

⁴ PE 557A and PE 557B must be completed consecutively after all other sport management content coursework is completed.

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 schedules. Because program coursework is offered in accelerated seven-week sessions, students generally cannot miss more than one class without retaking the course. Students should notify instructors of planned absences as soon as possible and make arrangements with other students to get notes/assignments. Also, since every instructor considers participation in grading, absences and tardiness may significantly affect final grades.

Academic Honors

Outstanding Graduate

At each commissioning ceremony, graduate faculty may honor a single graduate with the distinction of Outstanding Graduate. The award is primarily based on academic achievement and is secondarily given to the outstanding candidate who contributed most to the APU MBA learning community.

Commissioning Ceremony

Preceding each commencement, SBM holds a commissioning ceremony for graduating students and their families. This event includes an achievement awards ceremony, words to live by, student remarks, and a time of prayer and commissioning for each graduate.

Graduation

In order to graduate, students must complete the required courses with an overall grade-point average (GPA) of at least 3.0 within five years of matriculation. This includes completing every required course with a C- or above. All courses taken within the SBM and applied toward the MBA degree must be taken for a letter grade, except for courses offered only on a pass/fail (P/F) basis.

Field Study Fees

Mandatory and elected international field study, global field study, and field experience trips that are required on a program-by-program basis incur appropriate required fees. Students who switch programs, withdraw, or are otherwise unable to participate in international field study, global field study, or field experience trips that are either required or elected for their program may be responsible for fees up to the full cost of the trip.

For the most up-to-date list of fees, visit apu.edu/graduateprofessionalcenter/sfs/costs/fees/.

School of Education

Overview

The School of Education at Azusa Pacific University equips teachers and administrators for excellence and leadership in educational settings. Offering graduate education degrees, the school provides an Ed.D. program and accredited teaching credential and master's programs, including degrees in special education, school counseling and school psychology, and educational technology.

For a full listing of programs and affiliated faculty, please visit the appropriate department or division pages: Educational Leadership (p. 296), School Counseling and School Psychology (p. 309), and Teacher Education (p. 327).

Affiliated Programs

Bachelor's Degree Program

APU offers a number of California Commission on Teacher Credentialing (CTC) approved subject-matter programs for candidates completing their bachelor's degrees. The School of Education collaborates with other departments in the university that offer the Bachelor of Arts in Liberal Studies in preparation for careers in education. The College of Liberal Arts and Sciences offers a traditional undergraduate B.A. in Liberal Studies (<http://catalog.apu.edu/undergraduate/liberal-arts-sciences/liberal-studies-undergraduate-education-k-8/liberal-studies-major>). University College also offers an accelerated B.A. in Liberal Studies (<http://www.apu.edu/university-college/bachelors/liberal-studies>) that is available online.

Note: Candidates with an incomplete bachelor's degree and a minimum of 45 transferable units may qualify for APU's liberal studies bachelor's degree completion program that prepares candidates for taking the CSET prior to admission to a Master of Arts in Education and teaching credential program. Please contact the College of Liberal Arts and Sciences (p. 92) for more information.

Graduate Physical Education Programs

APU offers programs in graduate physical education. The Master of Arts in Physical Education and Single Subject Teaching Credential (p. 213), Master of Arts in Physical Education with an Added Authorization in Adapted Physical Education (p. 214), and the Adapted Physical Education Added Authorization (p. 215) programs are accredited by the National Council for Accreditation of Teacher Education (NCATE, transitioning to CAEP) and are approved by the California Commission on Teacher Credentialing (CTC). For further information, please visit the School of Behavioral and Applied Sciences (p. 153).

School Librarianship Programs

APU offers programs in school librarianship. These programs are accredited by the National Council for Accreditation of Teacher Education (NCATE, transitioning to CAEP) and are approved by the California Commission on Teacher Credentialing (CTC). For further information, please visit University Libraries (p. 529).

School Nurse Services Credential

APU offers a program in school nursing services. The School Nurse Services Credential (SNSC) is approved by the California Commission on Teacher Credentialing (CTC). For further information, please visit the School of Nursing (p. 402).

Faculty

Dean

Anita Fitzgerald Henck (<http://www.apu.edu/education/faculty/ahenck>), Ph.D.

Associate Dean for Diversity and Values

Chinaka DomNwachukwu (<http://www.apu.edu/education/faculty/cdomnwachukwu>), Ph.D.

Associate Dean for External Partnerships

Kent Bechler (<http://www.apu.edu/education/faculty/kbechler>), Ph.D.

Assistant Dean for Accreditation and Assessment

Rebekah Harris (<http://www.apu.edu/education/faculty/rharris>), M.S.

Professor

Kathleen Fletcher Bacer (<http://www.apu.edu/education/faculty/kbacer>), Ed.D.

Lewis Bonney (<http://www.apu.edu/education/faculty/lbonney>), Ph.D.

Michelle Cox (<http://www.apu.edu/education/faculty/mcox>), Ph.D.

Randy Fall (<http://www.apu.edu/education/faculty/rfall>), Ph.D.

Ruth Givens (<http://www.apu.edu/education/faculty/jrgivens>), Ed.D.

Ying Hong Jiang (<http://www.apu.edu/education/faculty/yjiang>), Ph.D.

Gregory Kaiser (<http://www.apu.edu/education/faculty/gkaiser>), Ph.D.

Yvette Latunde (<http://www.apu.edu/education/faculty/ylatunde>), Ed.D.

HeeKap Lee (<http://www.apu.edu/education/faculty/hlee>), Ph.D.

Robert Martin (<http://www.apu.edu/education/faculty/rmartin>), Ph.D.

David R. Morrison (<http://www.apu.edu/education/faculty/drmorrison>), Ed.D.

Gary Railsback (<http://www.apu.edu/education/faculty/grailsback>), Ph.D.

Gail Reeder (<http://www.apu.edu/education/faculty/greeder>), Ph.D.

Calvin Roso (<http://www.apu.edu/education/faculty/croso>), Ed.D.

Associate Professor

Ann Palmer Bradley (<http://www.apu.edu/education/faculty/apbradley>), Ed.D.

Jessica Cannaday (<http://www.apu.edu/education/faculty/jcannaday>), Ph.D.

Jennifer Courduff (<http://www.apu.edu/education/faculty/jcourduff>), Ph.D.

JoAnn Jurchan (<http://www.apu.edu/education/faculty/jjurchan>), Ed.D.

Gregory Richardson (<http://www.apu.edu/education/faculty/gdrichardson>), Ph.D.

Assistant Professor

Tammy Bachrach (<http://www.apu.edu/education/faculty/tbachrach>), Ph.D.

Richard Barsh (<http://www.apu.edu/education/faculty/rbarsh>), Ed.D.

Craig W. Bartholio (<http://www.apu.edu/education/faculty/cbartholio>), Ed.D.

Kathleen Bautista (<http://www.apu.edu/education/faculty/kbautista>), Ed.D.

Catherine Hahs Brinkley (<http://www.apu.edu/education/faculty/cbrinkley>), Ed.D.

Roberta Clarke (<http://www.apu.edu/education/faculty/rclarke>), Ed.D.

Ile May Freeman (<http://www.apu.edu/education/faculty/ilim>), Ed.D.

Joyce Gomez-Najarro (<http://www.apu.edu/education/faculty/jnajarro>), Ph.D.

Glen Green (<http://www.apu.edu/education/faculty/ggreen>), Ed.D.

Angela J. Guta (<http://www.apu.edu/education/faculty/aguta>), Ph.D.

Janet Hanson (<http://www.apu.edu/education/faculty/jhanson>), Ed.D.

Stacy Kula (<http://www.apu.edu/education/faculty/skula>), Ph.D.

Maureen E. Latham (<http://www.apu.edu/education/faculty/mlatham>), Ed.D., Superintendent in Residence

William Loose (<http://www.apu.edu/education/faculty/wloose>), Ed.D.

Heather Maguire (<http://www.apu.edu/education/faculty/hmaguire>), Psy.D.

Amber Lynwood (<http://www.apu.edu/education/faculty/aparks>), Ed.D.

Gregory Plutko (<http://www.apu.edu/education/faculty/gplutko>), Ed.D., Superintendent in Residence

Ursula Reveles (<http://www.apu.edu/education/faculty/ureveles>), Ed.D.

Michael Salce (<http://www.apu.edu/education/faculty/msalce>), Ed.D.

David Stevens (<http://www.apu.edu/education/faculty/dastevens>), Ed.D.

Accreditation

- Azusa Pacific University is accredited by the WASC Senior College and University Commission (WSCUC). (<https://www.wascenior.org>)
- The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP) (<http://www.caepnet.org>).
- The School of Education credential programs are approved by the California Commission on Teacher Credentialing (CTC) (<http://www.ctc.ca.gov>).
- The Master of Arts in Education: Educational Psychology and Educational Specialist Degree in School Psychology with embedded Pupil Personnel Services Credential in School Psychology program is approved by the National Association of School Psychologists (NASP) (<https://www.nasponline.org>).
- The Board Certified Behavior Analyst (BCBA) course sequence is approved by the Behavior Analyst Certification Board (BACB) (<https://bacb.com>).

Campus Locations

Programs offered by the School of Education may be taken on the university's main campus located in Azusa, California; online; or at one of APU's regional campuses throughout Southern California. Not all programs are offered at all locations or in all delivery modes (i.e., face-to-face, online, and hybrid). Check with locations for specific programs offered. The following regional campuses offer School of Education programs:

1. High Desert Regional Campus

15283 Pahute Ave.
Victorville, CA 92395
(760) 952-1765
(877) 247-3462
highdesert@apu.edu
apu.edu/highdesert

2. Inland Empire Regional Campus

375 W. Hospitality Lane
San Bernardino, CA 92408
(909) 888-9977
(800) 964-8807
inlandempire@apu.edu
apu.edu/inland

3. Murrieta Regional Campus

40508 Murrieta Hot Springs Road
Murrieta, CA 92563
(951) 304-3400
(877) 210-8841
murrieta@apu.edu
apu.edu/murrieta

4. Orange County Regional Campus

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

5. San Diego Regional Campus

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

apu.edu/sandiego

Mission Statement

Based upon Christian values and principles, the APU School of Education prepares educators to be creative, collaborative, critical thinkers and scholars for diverse educational settings.

School of Education Learner Goals

The School of Education seeks to prepare:

1. Ethical professionals who understand and articulate the integration of a Christian worldview in their communities of practice.
2. Responsive educators who practice reflective, creative critical thinking in their engagement with diverse communities of learners.
3. Informed scholarly professionals who are dedicated to collaboration, professional growth, and lifelong learning.

Professional School-level Dispositions

The School of Education has adopted a set of professional dispositions that represent the attitudes and behaviors expected of all educational professionals. These dispositions reflect the values that are central to the mission of the School of Education. In addition to maintaining satisfactory academic progress, candidates are expected to demonstrate these dispositions throughout all education programs. Candidates who fail to meet the dispositional requirements will be evaluated for fitness to practice in the profession.

Program Expectations

- APU School of Education candidates prepare to work in schools as educators, including teachers, school and district leaders, school counselors and psychologists, and other specialty personnel. They must demonstrate the content, pedagogy, and writing skills and dispositions required of the profession. Therefore, the School of Education assesses candidates from admission through recommendation of credentials in both academic and dispositional standards.
- Candidates are expected to maintain a high level of professional and ethical behavior throughout the program. Failure to do so may result in discipline up to and including program dismissal.
- Candidates are required to sign a dispositions form as a condition of program participation.
- All candidates must have access to technology (i.e., computer and internet connectivity). Additional technology requirements are necessary for some programs. Please check the department descriptions in this catalog for more information.
- The clinical practice component for a noncontracted teaching credential candidate requires 16 weeks of full-time student teaching experience.
- Candidates who live in, work at, or relocate to a location more than 50 miles from the nearest Azusa campus (including regional campuses) must receive approval from the department to participate in fieldwork and/or clinical experience at a distance and will be assessed charges to cover the costs (travel, lodging, etc.) for fieldwork and/or clinical experience supervision.
- All credential standards and requirements for special education and teacher education are subject to CTC, NCATE (transitioning to CAEP), and federal policy changes, as well as graduate education policy, and these supersede catalog descriptions of prior programs and requirements.
- Candidates participating in credential programs or master's or education specialist degree programs with credential embedded must be covered by professional liability insurance in their capacity as credential candidates.
- Candidates participating in fieldwork and/or clinical experience must have proof of auto insurance.

Certificate of Clearance

Azusa Pacific University requires candidates who are admitted to any program within the School of Education, or to credential programs housed within other schools in the university, to have and maintain a Certificate of Clearance or a valid and current credential for teaching, administration, counseling, school psychology, or nursing from the California Commission on Teacher Credentialing. Candidates who allow their Certificate of Clearance or other clearance document from the California Commission on Teacher Credentialing to expire will be prevented from enrolling in future terms. For more information, contact the Office of Credentials (<http://www.apu.edu/education/resources/credentials>) at soecredentials@apu.edu or (626) 815-5346.

Assessment System (Taskstream)

The School of Education uses Taskstream to support the collection and analysis of student outcomes in all degree and credential programs. Additionally, Taskstream offers candidates a personalized space to submit signature assignments and other documentation of performance as they progress through their program.

All School of Education degree, credential, and nondegree candidates are required to have a Taskstream account and maintain their subscription throughout their time of enrollment in the School of Education. Candidates are required to submit particular assignments and other forms in Taskstream by the deadline specified in the course syllabus. Candidates failing to submit the signature assignment in Taskstream by the last day of the term will receive a nonpassing grade in the course, and successful evaluation of necessary submissions is required for degree completion and/or

recommendation for a credential to the California Commission on Teacher Credentialing (CTC). It is the responsibility of the candidate to ensure access to an active Taskstream account, enroll in the correct Directed Response Folio(s), and submit assignments to the correct evaluator.

At the start of a candidate's first term in the School of Education, a Taskstream key code and instructions on how to create a Taskstream subscription will be provided by email. Taskstream subscriptions created with a Taskstream key code provided by the School of Education are active for two years. After the two-year subscription expires, the candidate must use personal resources to renew the Taskstream subscription.

All Taskstream-related inquiries may be sent to soetaskstream@apu.edu.

Academic Policies

Normal Progress Toward a Degree and Time Limit for Degree

School of Education students have a maximum of five years to complete all program requirements, with the exception of doctoral students, who have six years to complete all program requirements. In rare instances, extensions may be requested by petition. Granting of such a petition may entail additional degree requirements and/or repeating courses that have expired.

Good Academic Standing

To maintain good academic standing, School of Education students are expected to make satisfactory progress toward completion of their program. There are three criteria to the Good Academic Standing policy, in keeping with university academic quality standards and eligibility requirements for federal financial aid:

1. **Minimum GPA Requirement:** Students must maintain a minimum cumulative grade-point average (GPA) of 3.0 in all university work attempted.
2. **Time to Degree Completion:** School of Education students have a maximum of five years to complete all program requirements, with the exception of doctoral students, who have six years to complete all program requirements.
3. **Successful Completion of Attempted Units:**
 - Students enrolled in a graduate program must complete 50 percent of all units in which they originally enroll from the time of first attendance. The policy applies to cumulative units only.
 - Students enrolled in a teaching certificate/credential-only program are expected to complete a minimum of 67 percent of units in which they enroll from the beginning of their program. The policy applies to cumulative units only.

Academic Probation and Dismissal

Certain designated courses within the School of Education (e.g., fieldwork, supervised teaching, dissertation courses, etc.) are graded on a Credit (CR)/No Credit (NC) basis. A grade of NC is interpreted as a failing grade, which can have implications for a student's continued satisfactory progress and academic standing.

Minimum Requirements for Certificate, Credential, Master's, and Combined Master's Degree and Credential Students

Students who earn an NC grade are required to meet with their academic advisor to identify knowledge, skills, and/or dispositions that may need strengthening and to develop a performance improvement plan. Students who earn an NC grade will be placed on probation and given one enrollment period to demonstrate satisfactory progress according to the terms of the improvement plan. Students who do not meet the standards for satisfactory progress after a period of probation may be dismissed from the program.

Students are expected to successfully complete their culminating clinical practice, fieldwork, and internship courses at first attempt. On rare occasions, students with unsuccessful first attempts will be eligible to petition to the appropriate academic department to repeat the course. A successful petition is required for a student to repeat. A culminating clinical practice, fieldwork, or internship course can be repeated only once.

Students who earn an NC grade in a culminating clinical practice, fieldwork, or internship experience as a result of a lapse in professional responsibility, integrity, or ethical conduct may not be eligible to petition to repeat the course for which they received the nonpassing grade.

Minimum Requirements for Doctoral Students

A doctoral student must maintain a minimum cumulative GPA of 3.0. Courses with a grade lower than B- (including NC grades) are not applied toward doctoral degree requirements and must be repeated.

In order to ensure satisfactory academic progress, a doctoral student who receives an NC grade or grade lower than B- in 700-level courses, or whose grade-point average falls below 3.2, is required to meet with his/her advisor to identify academic skills that may need strengthening and to develop a performance improvement plan.

Doctoral students with a cumulative GPA lower than 3.0, or those who have earned two or more *NC* grades, will be placed on probation and given one enrollment period to demonstrate satisfactory progress according to the terms of the performance improvement plan. Students who do not demonstrate satisfactory progress according to the terms of the performance improvement plan after a period of probation may be dismissed from the program.

Department of Educational Leadership

For more detailed information about the Department of Educational Leadership, please visit apu.edu/education/leadership/.

Admission

University graduate admission and program acceptance requirements must be met before an application is complete (see Admission to the University (p. 13).)

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

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

Master's Degrees:

- Master of Arts in Educational Leadership and Preliminary Administrative Services Credential Program Options (p. 304)

Doctoral Degree:

- Doctor of Education in Educational Leadership (p. 301)

Credentials:

- Preliminary Administrative Services Credential (p. 304)
- Preliminary Administrative Services Internship Credential (p. 304)
- Clear Administrative Services Credential (p. 309)

EDL 570, Visionary Leadership, 3 Units

The Visionary Leadership course helps the candidate develop an actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school and local education agency, including the ability to lead others in collaboratively developing, implementing, and evaluating the vision. Candidates will develop a shared commitment to the vision among all members of the school community, learn how to build site and school community teams, develop an understanding of the characteristics of a visionary leader, and assess their own personal strengths/limitations.

EDL 571, Instructional Leadership, 3 Units

This course will provide candidates with knowledge of academic content standards and how to integrate creativity, collaboration, communication, and critical thinking skills into the content standards. Candidates will also be provided with knowledge regarding curriculum standards, research-based instructional practices, and research-based assessment practices, while preparing candidates to provide focused, constructive feedback to teachers. Additionally, candidates will have opportunities to learn, practice, and reflect on instructional leadership through discussion forums and chat, faculty-directed instruction, learning activities and projects, and assignments by which student learning and progress may be assessed in relation to content and performance expectations.

EDL 572, School Improvement Leadership, 3 Units

This course will expose students to the complex relationships between the school leader, the school community and school improvement strategies. Candidates will learn to apply school improvement strategies and data driven decision-making to identify program strengths, diagnose student needs, and monitor the progress of a solution-based course of action. Candidates will develop an understanding of the role of leadership and communication within the continuous school improvement cycle and multiple opportunities will be offered for each candidate to learn, practice, and reflect on the related concepts.

EDL 573, Professional Learning and Growth Leadership, 3 Units

Candidates will develop and model professional growth opportunities focused on supporting staff members in the continual improvement of teaching and learning. Through the creation and facilitation of professional development opportunities, candidates will address the continued support of the school growth plan with all stakeholders including faculty, staff, parents and other members of the school community. Additionally, candidates will create integrated and independent induction systems to provide continuing support for beginning teachers.

EDL 574, Organizational and Systems Leadership, 3 Units

Candidates will develop a vision of organizational and systems effectiveness by acquiring knowledge of federal, state, and local law pertaining to the management of PreK-12 schools, including human resources legal issues, safe school planning, student protection and conduct concerns, and financial stewardship. They will research landmark court cases, legal opinions, and legal principles relating to topics discussed. Candidates will hone their leadership skills by learning of historical background and current practices in student and personnel administration. They will be able to demonstrate decision-making based on ethical and legal conduct.

EDL 575, Community Leadership, 3 Units

In this course, candidates learn how to improve an organization by effectively communicating with all stakeholders about their school's strengths and challenges and enlisting inter-agency support. Candidates have multiple opportunities to learn, practice, and reflect on community leadership, as well as the opportunity to demonstrate the public speaking, presentation, diplomacy, writing, and advocacy skills necessary to represent and promote the school. Candidates will develop an understanding of the multiple connections between the school, families, and the community, and the strategies that encourage the involvement of the entire school community to work toward achieving the school's mission, vision, and goals. To accomplish this, candidates also learn to understand and address the diverse expectations, needs, aspirations, and goals of family and community groups and how to use this knowledge as a basis for planning and decision-making. Candidates will explore skills and strategies for trust building, team building, consensus building, and conflict resolution and for promoting a sense of shared responsibility among all members of the educational community.

EDL 576, Fieldwork Introduction, 1 Unit

In this introductory fieldwork course, candidates will be introduced to and begin fulfilling requirements in practical field experiences that are designed to facilitate the application of theoretical concepts in authentic settings. Each candidate will be introduced to the major duties and responsibilities authorized by the administrative services credential as articulated in the California Administrative Performance Expectations (CAPES). Field experiences will include a variety of diverse and realistic settings both in the day-to-day functions of administrators and in long-term policy design and implementation.

EDL 577, Fieldwork Practicum, 2 Units

Candidates will participate in practical field experiences that are designed to facilitate the application of theoretical concepts in authentic settings. Field experiences will include a variety of diverse and realistic settings both in the day-to-day functions of administrators and in long-term policy design and implementation.

Prerequisite: EDL 576

EDL 578, Fieldwork Practicum and Assessment, 3 Units

Candidates will continue to participate in practical field experiences that are designed to facilitate the application of theoretical concepts in authentic settings. Culminating assessments will be completed to verify completion of all fieldwork requirements.

Prerequisite: EDL 576 and EDL 577

EDL 588, Research and Leadership, 3 Units

Basic research design and case study research methods will be taught. They will use qualitative and quantitative research to make data-driven decisions for the development, implementation, and evaluation of instructional programs. Candidates apply their individual strengths to further their vision for the improvement of learning, staff development, staff recruitment, and increasing community involvement. Elements of this course are built into the candidate's case study and Leadership Performance Assessment. Each content topic will be presented from a Christian worldview of leadership and ethics.

EDL 589, Case Study, 3 Units

This course enables learners to identify, develop, and study a contemporary educational topic or problem found in their current school and/or district. The study involves problem analysis and a literature review; the development, testing, and evaluation of the topic and/or problem; and the submission of a MA case study capstone project with recommendations and findings. The project provides an opportunity for candidates to utilize the learning and skills acquired in the graduate program.

EDUC 661, Clear Induction Orientation, 3 Units

This is the introductory course for the Clear Administrative Services Credential (CASC) Program, an advanced training program, which offers quality mentoring and coaching appropriate to the professional needs of individuals in leadership positions in public and private schools.

EDUC 662, Individualized Induction Plan Implementation and Professional Development I, 3 Units

In this course, candidates will focus on completing the goals in their Individual Induction Plan (IIP) and professional development activities correlated to the goals. The course supports the development of candidates' knowledge, skills, and dispositions through their current administrative assignment. All goals in the IIP are aligned with the California Professional Standards for Educational Leaders (CPSEL).

Prerequisite: EDUC 661

EDUC 663, Individualized Induction Plan Implementation and Professional Development II, 3 Units

In this course, candidates will continue to focus on completing the goals in their Individual Induction Plan (IIP) and professional development activities correlated to the goals. The course supports the development of candidates' knowledge, skills, and dispositions through their current administrative assignment. All goals in the IIP are aligned with the California Professional Standards for Educational Leaders (CPSEL).

Prerequisites: EDUC 661, EDUC 662

EDUC 664, Clear Induction Assessment, 3 Units

In this course, candidates will complete their Individual Induction Plan (IIP) goals and their year #2 required professional development activities. The course continues to support the development of candidates' knowledge, skills, and dispositions through their current administrative assignment. Summative assessment and reflection will be an integral component of this course.

Prerequisites: EDUC 661, EDUC 662 and EDUC 663

EDUC 702, Proseminar in Educational Leadership, 1 Unit

As a required course for all incoming doctoral students in the Educational Leadership program, the proseminar has three primary goals: 1) to orient students to the intellectual life of doctoral study; 2) to provide opportunities for students to become familiar with steps and procedures required for successful completion of the doctoral program, including a plan and timeline for accomplishing major academic and professional milestones; and 3) to introduce students to the technology, tools, and academic resources needed for doctoral study, including use of the Azusa Pacific University library catalog and databases. The proseminar provides an early opportunity for students to prepare for the rigors of doctoral work and to become familiar with the culture and expectations of the Educational Leadership program. All proseminar activities are designed to help students develop connections with each other and with the faculty to create a community of learners and scholars.

EDUC 710, Developing the Leader Within, 2 Units

Leadership impact and influence - positive or negative - are greatly related to the skills, values, and principles of the leader. This course will focus on the mental, ethical, psychological, spiritual, and emotional aspects of leadership, both in the context of the literature, as well as through use of various assessments. These will include guided self-reflection and a 360-degree assessment by those within the leader's span of influence. Patterns of leadership failure will also be explored.

EDUC 712, Leading Change in Education: Theory to Practice, 3 Units

This course examines leadership, organizational development, and change theories, with particular application to contemporary public K-12 environments - classroom, school, district, state, and national arenas. The emphasis is on the role of leader as change agent within systems and/or organizations but also on the impact of change on individuals and communities. Theoretical as well as practical perspectives relative to the nature of leadership will be balanced in the context of discussion of the implications for practice. Leadership in the context of organizational culture, communication, motivation, integrity, and change will be incorporated throughout the course.

Prerequisite: EDUC 710

EDUC 713, Diversity and Equity in Education, 3 Units

Students examine diversity and equity issues impacting P-12 students, schools, and communities. Relevant theoretical perspectives are explored 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, and other topics that call for reflection and the student's ability to intervene as needed.

EDUC 716, Educational Policy: Analysis, Praxis, and Reform, 3 Units

The purpose of this course is to prepare students to critically analyze, formulate, and implement educational policies and practices that advance the achievement of P-12 students. Theory and praxis aligned to federal, state, local, and district policies will be examined. The impact of historical and current legislative trends, (such as school funding policies, accountability, and certification processes), will be appraised, interpreted, and critiqued. Implications for various student populations will be considered.

EDUC 718, Group Dynamics and Conflict, 2 Units

This course is focused on group dynamics and conflict that arise in all work groups. The roles of all individuals within the group, with focus on leadership styles, healthy group conflict, resolving conflict, and techniques for improving group decision making are explored, and ethical and legal issues related to group interventions are discussed.

EDUC 719, Special Topics in Educational Leadership, 3 Units

This course will serve as a "contemporary issues" course for the EdD in Educational Leadership, providing an opportunity to focus in depth on issue(s) in the ever-changing field of public K-12 education, incorporating a fieldwork component to enhance integrated learning, drawing from themes of earlier classes in the program. It will take one of two forms: 1) traditional classroom-based course, with a lead faculty and special speakers who provide "real-time" expertise to the particular specialty topic; 2) travel course to look at K-12 educational issues at a state, national, or international level.

EDUC 722, Strategic Planning for Educational Systems, 3 Units

This class focuses on the theory and practice of strategic planning in education systems. The course will introduce various approaches to designing and conducting strategic planning processes, including specific techniques for conducting environmental scans, SWOT analyses, strategic issue identification, and strategy formulation. This course includes an embedded fieldwork component.

EDUC 723, Legal Issues and Crisis Management in Schools, 3 Units

This course is designed to prepare students to function as school leaders in the areas of legal issues and crisis management. During this course, students will be introduced to a number of critical legal issues in schools, including suspension and expulsion, manifestation determination, student records, school safety, and privacy, including internet privacy. Students will also explore issues related to school crisis, including crisis planning, crisis teams, crisis response, and district-level and school-level issues. Each student will critique several districts' crisis plans, and will develop a crisis plan. This course includes an embedded fieldwork component.

EDUC 724, Ethical Leadership in Education, 3 Units

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.

EDUC 760, The Nature of Inquiry in Education, 2 Units

The Nature of Inquiry offers students an opportunity to begin exploring key aspects of the research process - question formulation, literature search and review, research design, data collection and analysis, drawing conclusions, and identifying implications. Students will be given the opportunity to enhance their skills in locating and evaluating the literature of the field, exploring scholarly writing, and identifying possible dissertation topics.

Corequisite: EDUC 761

EDUC 761, Introduction to Educational Research, 2 Units

The course introduces quantitative and qualitative research designs. Students examine the role of theory, research, and its applications to practice in education. Statistical concepts, such as hypothesis testing, basic descriptive and inferential statistics are presented in relation to quantitative research designs. Students experience hands-on computer applications with SPSS software. Qualitative approaches to research are also explored through reading and evaluating empirical research.

Corequisite: EDUC 760

EDUC 762, Quantitative Inquiry in Education, 3 Units

This course introduces students to quantitative inquiry methods and applications of statistical procedures to practical educational research problems. Emphasis is placed on inferential and univariate statistics and various multivariate analysis techniques such as multiple regression, factorial ANOVA, multivariate ANOVA, and repeated measures. Students develop an understanding of the relationship between statistics and research design and learn to choose and apply the most appropriate statistical procedures in correlational and experimental studies.

Prerequisites: EDUC 760 and EDUC 761

EDUC 767, Qualitative Inquiry in Education, 2 Units

This course aims to introduce the perspectives, purposes, designs, analysis, interpretation and reporting of qualitative research in the field of education through reading and discussion of exemplifying articles. Ethnography, phenomenology, narrative inquiry, case study, grounded theory and qualitative evaluation studies are among the designs examined. The data collection methods of observation, interviewing, and document analysis will be studied and practiced.

Prerequisites: EDUC 760 and EDUC 761

EDUC 768, Methods of Data Collection and Analysis, 2 Units

The course addresses methods of data collection and analysis procedures for quantitative and qualitative research. Probability and non-probability samplings and purposive sampling, instrument designs will be discussed. Data analysis methods will be practiced.

Prerequisites: EDUC 762 and EDUC 767

EDUC 769, Program Evaluation in Education: Assessment for Decision Making, 3 Units

This course introduces the skills and knowledge of the field of program evaluation and their application to educational programs. In addition to understanding and identifying the issues and problems that threaten validity and reliability in program evaluations, students learn to be thoughtful consumers of evaluations as well and produce 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, design and execute a program evaluation, and report the decision(s) based on the findings. This course includes an embedded fieldwork component.

Prerequisite: EDUC 768

EDUC 770, Dissertation Milestone: Writing the Introduction, 1 Unit

The purpose of the course is to assist students in identifying a research interest, narrowing and refining that interest, and identifying research questions that are directly tied to the research goals. Emphasis is placed on framing a research topic within the context of existing literature as a starting point for the dissertation, and developing a rationale for why the research is necessary and potentially valuable to the discipline. Upon successful completion of EDUC 770 students will have an initial draft of the dissertation introduction (Chapter 1) that provides an overview of the proposed dissertation inquiry.

Prerequisites: EDUC 760 and EDUC 761

EDUC 771, Dissertation Milestone: Literature Review, 2 Units

This course is designed to facilitate the writing process of the literature review for students' dissertation topics. In addition to foundational academic writing skills such as structure, style, and voice, the course addresses higher-level critical thinking skills required for educational research including analysis, synthesis, and evaluation of existing scholarly literature. Upon successful completion of EDUC 771 students will have an initial draft of the dissertation literature review (Chapter 2).

Prerequisite: EDUC 770

EDUC 772, Dissertation Milestone: Dissertation Proposal, 2 Units

This course serves as a checkpoint assessment of students' readiness to complete their dissertation. Emphasis is placed on preparing a well-designed dissertation proposal that identifies the connection between the research questions, scholarly literature, and methodology. Upon successful completion of EDUC 772 students will have a draft overview of the dissertation methodology (Chapter 3), IRB application, and dissertation proposal.

Prerequisite: EDUC 771

EDUC 773, Dissertation Milestone: Data Collection, 1 Unit

The purpose of this course is to assist students in collecting research data with tests, self-report measures, questionnaires, interviews, observations, documents, or audio-visual materials. Emphasis is placed on enhancing the quality and credibility of the qualitative data and building the validity and reliability of the quantitative data. Upon successful completion of EDUC 773 students will have collected the data that they proposed. This course can be repeated in the following semester if data collection is not completed.

Prerequisite: EDUC 772

EDUC 774, Data Collection and Analysis for Dissertation, 1 Unit

This course is designed to guide and enable students to engage in data analysis processes for their dissertation. During the course students will work with their dissertation committee and meaningfully analyze the qualitative and quantitative data collected. Upon completion of EDUC 774 students will have prepared and analyzed the data they have collected using appropriate measures and techniques.

Prerequisite: EDUC 773

EDUC 776, Dissertation Milestone: Results, Discussion, and Conclusion, 2 Units

The purpose of this course is to guide students in providing an in-depth interpretation, analysis, and synthesis of the dissertation results. During this course students will work with their committee members to explore their dissertation findings in light of the study's research questions, literature review, and conceptual framework. Emphasis will be placed on providing students an opportunity to reflect thoroughly on the study's findings and the practical and theoretical implications. Upon completion of EDUC 776 students will have developed their Findings (Chapter 4), Discussion of Findings (Chapter 5), and Conclusion (Chapter 6) toward completion of the dissertation.

Prerequisite: EDUC 774

EDUC 777, Dissertation, 2 Units

After completing all other program coursework requirements, Ed.D. students work with their dissertation committee in conducting a doctoral-level research project in educational leadership. Students enroll for two units of dissertation credit and must re-enroll each semester until the dissertation is completed and successfully defended.

Prerequisite: EDUC 774

EDUC 794, Dissertation Research, 3-6 Units

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 Units

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

Faculty

Program Director, M.A. in Educational Leadership and Administrative Services Credential Programs, and Assistant Professor

Ursula Estrada-Reveles (<http://www.apu.edu/education/faculty/ureveles>), Ed.D.

Professors

Ying Hong Jiang (<http://www.apu.edu/education/faculty/yjiang>), Ph.D.

Gary Railsback (<http://www.apu.edu/education/faculty/grailsback>), Ph.D.

Calvin Roso (<http://www.apu.edu/education/faculty/croso>), Ed.D.

Assistant Professors

Stacy Kula (<http://www.apu.edu/education/faculty/skula>), Ph.D.

William Loose (<http://www.apu.edu/education/faculty/wloose>), Ed.D.

Janet Hanson (<http://www.apu.edu/education/faculty/jhanson>), Ed.D.

Assistant Professors and Superintendents-in-Residence

Maureen Latham (<http://www.apu.edu/education/faculty/mlatham>), Ed.D.

Greg Plutko (<http://www.apu.edu/education/faculty/gplutko>), Ed.D.

Doctor of Education in Educational Leadership

Department of Educational Leadership: (626) 815-5374

Azusa Pacific University's Ed.D. in Educational Leadership is a practitioner-based program that places emphasis on applied research that results in direct, positive change in K-12 settings. The program prepares scholar-practitioners who are equipped with the knowledge and skills to make a transformative impact on schools and districts and the lives of students in them.

Mission Statement

The Ed.D. in Educational Leadership program at APU, a Christ-centered university, enables culturally aware K-12 leaders to implement research-based practices as change agents.

Program Requirements

This program requires students to complete 51 units of coursework, pass the First-Year Review, and successfully complete the dissertation and oral defense.

Coursework

| Code | Title | Units |
|-------------------------------|---|-------|
| Required Courses | | |
| Orientation | | |
| EDUC 702 | Proseminar in Educational Leadership | 1 |
| Leadership Content | | |
| EDUC 710 | Developing the Leader Within | 2 |
| EDUC 712 | Leading Change in Education: Theory to Practice | 3 |
| EDUC 713 | Diversity and Equity in Education | 3 |
| EDUC 716 | Educational Policy: Analysis, Praxis, and Reform | 3 |
| EDUC 718 | Group Dynamics and Conflict | 2 |
| EDUC 719 | Special Topics in Educational Leadership | 3 |
| EDUC 722 | Strategic Planning for Educational Systems | 3 |
| EDUC 723 | Legal Issues and Crisis Management in Schools | 3 |
| EDUC 724 | Ethical Leadership in Education | 3 |
| Research Methodology & Design | | |
| EDUC 760 | The Nature of Inquiry in Education | 2 |
| EDUC 761 | Introduction to Educational Research | 2 |
| EDUC 762 | Quantitative Inquiry in Education | 3 |
| EDUC 767 | Qualitative Inquiry in Education | 2 |
| EDUC 768 | Methods of Data Collection and Analysis | 2 |
| EDUC 769 | Program Evaluation in Education: Assessment for Decision Making | 3 |
| Dissertation Milestones | | |

| | | |
|-------------|---|----|
| EDUC 770 | Dissertation Milestone: Writing the Introduction | 1 |
| EDUC 771 | Dissertation Milestone: Literature Review | 2 |
| EDUC 772 | Dissertation Milestone: Dissertation Proposal | 2 |
| EDUC 773 | Dissertation Milestone: Data Collection | 1 |
| EDUC 774 | Dissertation Milestone: Data Analysis | 1 |
| EDUC 776 | Dissertation Milestone: Results, Discussion, and Conclusion | 2 |
| EDUC 777 | Dissertation | 2 |
| Total Units | | 51 |

Other Degree Requirements

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 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 must maintain a minimum cumulative GPA of 3.0 in 700-level courses and receive no grade lower than *B-* in 700-level courses. Courses graded lower than *B-* are not applied toward doctoral degree requirements and must be repeated. 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. Probation and dismissal actions are posted on a student's transcript.

A doctoral student whose grade-point average falls in the range of 3.0-3.2 is required to meet with his/her advisor to identify academic skills that may need strengthening and to take appropriate action.

First-Year Review

The First-Year Review of doctoral students takes place at the end of the third term of full-time study. The review consists of a holistic assessment of a student's potential for continued success in the doctoral program, with emphasis on preparedness for dissertation research, professionalism, and academic performance.

Continuation in the program is contingent upon successfully passing the First-Year Review.

Advancement to Candidacy

Following approval of the dissertation proposal and recommendation by appropriate advisors, doctoral students are advanced to candidacy status.

Dissertation

Doctoral students are required to complete a dissertation. Standards and procedures for the dissertation are defined by program faculty in keeping with the APU Standards and Dissertation Handbook. Continuous enrollment in EDUC 777 is required until the dissertation is successfully defended and submitted to APU's APA reader.

Candidates defend the dissertation in a meeting with the faculty committee, and subsequently participate in a public presentation of the research.

Doctoral students who have completed all program requirements, successfully defended their dissertation, and fulfilled all obligations of the university will have their doctoral degree posted and will be entitled to use the term 'doctor.'

Continuous Progress

In addition to maintaining continuous enrollment in EDUC 777, doctoral candidates are expected to make continuous progress toward completion of the dissertation. Continuous progress of doctoral candidates is assessed each term on all of the following expectations:

- maintaining regular contact with the dissertation chair;
- conducting research as described in the dissertation proposal; and
- submitting high-quality drafts in a timely manner, consistent with the timeline established with the dissertation committee.

Candidates who receive "NC" for EDUC 777 will need to submit a report on their progress in candidacy and will enter into a probationary period for one term. Candidates who fail to maintain progress after a probationary period may be recommended for termination from the program.

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 away, 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 the reasons for the leave and the term in which the student will reenroll. Leaves of absence must be approved by the chair of the Department of Educational Leadership and the dean of the School of Education in advance of the term 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 terms of nonenrollment, will be considered no longer in pursuit of an advanced degree and must reapply for admission. If readmitted at a later date, students must meet any new program requirements.

Degree Completion Time

Doctoral students are permitted six years from the date of initial enrollment to complete all requirements for the Ed.D. degree. Extensions beyond the six-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 reason(s) for the extension, a timetable for completion of requirements, and the expected date of degree completion.

Admission

University graduate admission and program acceptance requirements must be met before an application is complete. (See Admission to the University (p. 13).)

Program-specific application requirements are available online at apu.edu/education/doctoral/educational-leadership/admission/.

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

Application Deadlines

Completed applications with all supporting documentation must be received by one of the following deadlines:

- Priority deadline: May 1 (apply by this date to receive full consideration for scholarships)
- Regular deadline: June 1

Interview

Upon invitation, doctoral applicants interview with at least two members of the doctoral faculty. The purpose of the interview is to meet the applicant, discuss education 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

Program applicants must meet department and university criteria for admission. Admission to the university is the first step in the process, but does not guarantee admission to the program.

The department reserves the right to 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.

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 more information, contact the student financial services office (<http://www.apu.edu/graduateprofessionalcenter/sfs>) at (626) 815-4570.

Study Load

The three-year, dissertation-embedded Ed.D. program is a full-time commitment requiring full-time enrollment. To maintain the appropriate course sequence, doctoral students must enroll in all courses designated for each academic term. Requests to enroll for fewer units than designated are approved only in specific circumstances.

Residence Requirement

Doctoral students must meet a residency requirement by completing a minimum of 41 units toward the doctoral degree at APU.

Transfer Units

Doctoral students may transfer up to 10 units of coursework with a grade of *B* or higher from another regionally accredited doctoral program. Official transcripts and course descriptions must be submitted to the program director, who will determine the courses that successfully transfer.

Schedule

The program requires a full-time, year-round commitment (fall, spring, and summer). Face-to-face classes are held six Saturdays per term in both fall and spring, and five Saturdays during the summer, with additional instruction provided online. Check with the program office to determine meeting dates and times.

Advisement

During the first semester of the doctoral program, students enroll in a 1-unit proseminar course that serves as an orientation and initial advising into the program. The proseminar has three primary goals: 1) to orient students to the intellectual life of doctoral study; 2) to provide opportunities for students to become familiar with steps and procedures required for successful completion of the doctoral program, including a plan and timeline for accomplishing major academic and professional milestones; and 3) to introduce students to the technology, tools, and academic resources needed for doctoral study, including use of the Azusa Pacific University library catalog and databases. All proseminar activities are designed to help students develop connections with each other and with the faculty to create a community of learners and scholars.

Upon successful completion of the first semester, and once a student begins dissertation work, the dissertation chair serves as the primary academic advisor for the remainder of the student's time in the program.

Financial Aid

Federal Stafford loans and personal bank loans are available to all eligible graduate students through the student financial services office in the Graduate and Professional Center. Students are advised to contact that office early in the admissions process.

Lillian B. Wehmeyer Scholarship Endowment

This scholarship is in memory of the late Dr. Lillian B. Wehmeyer, former faculty in the School of Education doctoral program, who lived with a passion for assisting doctoral students in successful research. This scholarship assists doctoral program students in the School of Education who demonstrate satisfactory academic progress, commitment to service, and financial need. Download the Lillian B. Wehmeyer Scholarship Application (http://www.apu.edu/live_data/files/313/scholarship_application_lillian_b_wehmeyer.pdf) (PDF).

Ed.D. Program Scholarship

Azusa Pacific University offers competitive scholarship support to newly admitted doctoral students who demonstrate outstanding leadership qualities or leadership potential in K-12 education and who are committed to serving under-resourced schools and districts. Priority is given to current practitioners who are leading their schools and districts toward improved performance. Admitted applicants are considered for these awards based on an overall assessment of their admission application. No separate application required. This scholarship is renewable and may be received for a total of three years. Continuous enrollment, good academic standing (minimum 3.5 GPA), and employment in K-12 education are required for annual award renewal.

Master of Arts in Educational Leadership and Preliminary Administrative Services Credential Program Options

Program options:

- Master of Arts in Educational Leadership and Preliminary Administrative Services Credential (p. 305) (also online (p. 306))
- Master of Arts in Educational Leadership and Preliminary Administrative Services Internship Credential (p. 305) (also online (p. 306))
- Preliminary Administrative Services Credential (p. 306) (also online (p. 307))
- Preliminary Administrative Services Internship Credential (p. 306) (also online (p. 307))

Department of Educational Leadership: (626) 815-5374

The Master of Arts in Educational Leadership and Preliminary Administrative Services Credential program options prepare candidates to serve as effective, innovative school administrators. Graduates emerge well-equipped with advanced skills and knowledge, including best practices to fill leadership roles in pre-K-12 schools such as principal, assistant principal, district level positions, teacher leader, curriculum leader, and department chair. The programs emphasize a strong Christian perspective and provide candidates the opportunity to combine coursework with practical application to create a relevant learning experience. All course and fieldwork are aligned with the California Preliminary Administrative Services Credential Program Standards 6-11 (p. 307), together with a focus on the California Administrator Performance Expectations (CAPE).

The programs are offered at the following locations and online:

- Azusa

- High Desert
- Inland Empire
- Murrieta
- Orange County
- San Diego

Intern Credential Candidate Requirements

1. Contract or letter verifying the offer of employment (on the management salary schedule as an administrator not part of the teachers' bargaining unit) at a school or district site located within 50 miles of Azusa or an APU regional campus
2. Terms and agreements signed by the superintendent or designee
3. Valid Memorandum of Understanding (MOU) that includes Administrative Intern language in place between the School of Education and the employing district

Computer Requirements

To maintain a consistent and current level of instruction, each student is required to use a computer equipped with Microsoft Word and Internet access, and maintain a Taskstream student account.

The Master of Arts in Educational Leadership and Preliminary Administrative Services Credential includes nine courses and three field experience courses as listed below.

Course Requirements—M.A. in Educational Leadership and Preliminary Administrative Services Credential

| Code | Title | Units |
|---------------------------------------|---|-----------|
| EDL 570 | Visionary Leadership | 3 |
| EDL 571 | Instructional Leadership | 3 |
| EDL 572 | School Improvement Leadership | 3 |
| EDL 573 | Professional Learning and Growth Leadership | 3 |
| EDL 574 | Organizational and Systems Leadership | 3 |
| EDL 575 | Community Leadership | 3 |
| EDL 576 | Fieldwork Introduction | 1 |
| EDL 577 | Fieldwork Practicum | 2 |
| EDL 578 | Fieldwork Practicum and Assessment | 3 |
| Credential | | 24 |
| LDRS 542 | Leading Across Cultures | 3 |
| EDL 588 | Research and Leadership | 3 |
| EDL 589 | Case Study | 3 |
| Credential and Master's degree | | 33 |

Course Requirements—M.A. in Educational Leadership and Preliminary Administrative Services Internship Credential

| Code | Title | Units |
|-------------------|---|-----------|
| EDL 570 | Visionary Leadership | 3 |
| EDL 571 | Instructional Leadership | 3 |
| EDL 572 | School Improvement Leadership | 3 |
| EDL 573 | Professional Learning and Growth Leadership | 3 |
| EDL 574 | Organizational and Systems Leadership | 3 |
| EDL 575 | Community Leadership | 3 |
| EDL 576 | Fieldwork Introduction | 1 |
| EDL 577 | Fieldwork Practicum | 2 |
| EDL 578 | Fieldwork Practicum and Assessment | 3 |
| Credential | | 24 |
| LDRS 542 | Leading Across Cultures | 3 |
| EDL 588 | Research and Leadership | 3 |

| | | |
|--|------------|-----------|
| EDL 589 | Case Study | 3 |
| Internship Credential and Master's degree | | 33 |

Course Requirements—Preliminary Administrative Services Credential

| | | |
|------------------------|---|-----------|
| EDL 570 | Visionary Leadership | 3 |
| EDL 571 | Instructional Leadership | 3 |
| EDL 572 | School Improvement Leadership | 3 |
| EDL 573 | Professional Learning and Growth Leadership | 3 |
| EDL 574 | Organizational and Systems Leadership | 3 |
| EDL 575 | Community Leadership | 3 |
| EDL 576 | Fieldwork Introduction | 1 |
| EDL 577 | Fieldwork Practicum | 2 |
| EDL 578 | Fieldwork Practicum and Assessment | 3 |
| PASC credential | | 24 |

Course Requirements—Preliminary Administrative Services Internship Credential

| | | |
|------------------------|---|-----------|
| EDL 570 | Visionary Leadership | 3 |
| EDL 571 | Instructional Leadership | 3 |
| EDL 572 | School Improvement Leadership | 3 |
| EDL 573 | Professional Learning and Growth Leadership | 3 |
| EDL 574 | Organizational and Systems Leadership | 3 |
| EDL 575 | Community Leadership | 3 |
| EDL 576 | Fieldwork Introduction | 1 |
| EDL 577 | Fieldwork Practicum | 2 |
| EDL 578 | Fieldwork Practicum and Assessment | 3 |
| PASC Internship | | 24 |

Course Requirements—M.A. in Educational Leadership and Preliminary Administrative Services Credential (online)

| Code | Title | Units |
|---------------------------------------|---|-----------|
| EDL 570 | Visionary Leadership | 3 |
| EDL 571 | Instructional Leadership | 3 |
| EDL 572 | School Improvement Leadership | 3 |
| EDL 573 | Professional Learning and Growth Leadership | 3 |
| EDL 574 | Organizational and Systems Leadership | 3 |
| EDL 575 | Community Leadership | 3 |
| EDL 576 | Fieldwork Introduction | 1 |
| EDL 577 | Fieldwork Practicum | 2 |
| EDL 578 | Fieldwork Practicum and Assessment | 3 |
| Credential | | 24 |
| LDRS 542 | Leading Across Cultures | 3 |
| EDL 588 | Research and Leadership | 3 |
| EDL 589 | Case Study | 3 |
| Credential and master's degree | | 33 |

Course Requirements—M.A. in Educational Leadership and Preliminary Administrative Services Internship Credential (online)

| Code | Title | Units |
|---------|-------------------------------|-------|
| EDL 570 | Visionary Leadership | 3 |
| EDL 571 | Instructional Leadership | 3 |
| EDL 572 | School Improvement Leadership | 3 |

| | | |
|--|---|-----------|
| EDL 573 | Professional Learning and Growth Leadership | 3 |
| EDL 574 | Organizational and Systems Leadership | 3 |
| EDL 575 | Community Leadership | 3 |
| EDL 576 | Fieldwork Introduction | 1 |
| EDL 577 | Fieldwork Practicum | 2 |
| EDL 578 | Fieldwork Practicum and Assessment | 3 |
| Intern Credential | | 24 |
| LDRS 542 | Leading Across Cultures | 3 |
| EDL 588 | Research and Leadership | 3 |
| EDL 589 | Case Study | 3 |
| Internship Credential and master's degree | | 33 |

¹ Not required of candidates with a master's degree in education from APU.

Course Requirements—Preliminary Administrative Services Credential (online)

| Code | Title | Units |
|------------------------|---|-----------|
| EDL 570 | Visionary Leadership | 3 |
| EDL 571 | Instructional Leadership | 3 |
| EDL 572 | School Improvement Leadership | 3 |
| EDL 573 | Professional Learning and Growth Leadership | 3 |
| EDL 574 | Organizational and Systems Leadership | 3 |
| EDL 575 | Community Leadership | 3 |
| EDL 576 | Fieldwork Introduction | 1 |
| EDL 577 | Fieldwork Practicum | 2 |
| EDL 578 | Fieldwork Practicum and Assessment | 3 |
| PASC credential | | 24 |

Course Requirements—Preliminary Administrative Services Internship Credential (online)

| Code | Title | Units |
|------------------------|---|-----------|
| EDL 570 | Visionary Leadership | 3 |
| EDL 571 | Instructional Leadership | 3 |
| EDL 572 | School Improvement Leadership | 3 |
| EDL 573 | Professional Learning and Growth Leadership | 3 |
| EDL 574 | Organizational and Systems Leadership | 3 |
| EDL 575 | Community Leadership | 3 |
| EDL 576 | Fieldwork Introduction | 1 |
| EDL 577 | Fieldwork Practicum | 2 |
| EDL 578 | Fieldwork Practicum and Assessment | 3 |
| PASC Internship | | 24 |

Program Features

Sequenced Course Design

The Master of Arts in Educational Leadership and Preliminary Administrative Services Credential program 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 eight terms in approximately 20 months. Courses may be taken completely online.

Standards-based Program

This program is built on the California Preliminary Administrative Services Credential Program Standards 6-11.

Program Standard 6: Visionary Leadership

The administrative services preparation program helps the candidate develop an actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school and local education agency, including the ability to lead others in collaboratively developing, implementing, and evaluating the vision.

Program Standard 7: Instructional Leadership

The administrative service preparation program addresses the candidate's knowledge of California student academic content and curriculum standards, research-based instructional and assessment practices, and the candidate's ability to assess classroom instruction and provide focused, constructive feedback to teachers. The program develops candidates' knowledge of how to integrate creativity, collaboration, communication and critical thinking skills with the content standards.

Program Standard 8: School Improvement Leadership

The administrative services preparation program aids the candidate in selecting and using data to identify what is working, diagnosing needs, and identifying opportunities for growth and change. The program develops the candidate's knowledge about how to strategically implement appropriate and effective school improvement theories and strategies. The program increases the candidate's capacity to communicate and lead others in continuous improvement and monitoring of these efforts based on student and school outcomes.

Program Standard 9: Professional Learning and Growth Leadership

The administrative services preparation program addresses the candidate's ability to model professional growth, framed around principles of adult learning, and identify and facilitate focused developmentally appropriate professional growth opportunities to build individual and collective capacity. These capacities include collaborating with others to help achieve the school's vision through professional learning focused on improving teaching and learning.

Program Standard 10: Organizational and Systems Leadership

The administrative services preparation program addresses the candidate's ability to understand, align, effectively manage, and integrate all the organizational structures, processes, and policies of a school system that impact the school's ability to achieve its vision and goals. These skills include an understanding of the regulatory and legal contexts involved with the management of human, fiscal and material resources.

Program Standard 11: Community Leadership

The administrative services preparation program addresses the candidate's ability to advocate for the school and to communicate through a variety of media its successes, needs, and challenges with a broad range of audiences, collaborating with parents, the community, and others in achieving the school's vision and goals.

Field Experience

Candidates will participate in practical field experiences that are aligned to the coursework and designed to facilitate the application of theoretical concepts in authentic settings. Each candidate will be introduced to the major duties and responsibilities authorized by the administrative services credential as articulated in the California Administrator Performance Expectations (CAPE). The candidate assumes leadership responsibilities at a local school or district setting under the guidance of a site supervisor and university supervisor throughout the program. Field experiences include intensive activities both in the day-to-day functions of administrators and in longer-term policy design and implementation. Coursework and field experiences work together to expand the candidate's leadership capacity.

Case Study

Candidates who seek the Master of Arts in Educational Leadership complete a case study (EDL579) based on a current topic of interest specific to his or her local school or district. This is the capstone project for the Master of Arts degree.

Credential-only Candidates

Credential candidates who possess a master's degree in education may elect to complete the twenty-four unit requirement for the Preliminary Administrative Services Credential.

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 Clear Administrative Services Credential. Candidates who do not immediately secure an administrative position apply for the Certificate of Eligibility, as there is no expiration date on the certificate.

Preliminary Administrative Services Internship Credential

The Preliminary Administrative Services Internship Credential meets the need of school districts by allowing them to employ candidates who have not yet completed all credential requirements. Upon receiving an offer of employment, candidates can acquire the Internship Credential. This two-year credential entitles them to assume the full responsibilities as a California school administrator while completing the university program. Candidates benefit from joint mentoring and supervision by the university and nominating districts.

Internship Program Requirements

Administrative interns participate in the administrative credential courses along with other candidates. The Internship Credential allows them two years to complete the program. Upon completion of the program, they apply for the Preliminary Administrative Services Credential. Interns who continue employment on an administrative management contract must enroll in a Clear Administrative Services Credential (CASC) program within 120 days of completing the Preliminary Administrative Services Credential (PASC) program.

Clear Administrative Services Credential

Department of Educational Leadership: (626) 815-5374

The Clear Credential Induction program is based on the California Commission on Teacher Credentialing (CTC) standards adopted on February 2014. This advanced professional program for full-time administrators who already hold a Preliminary Administrative Services Credential offers individualized coaching, support, and assistance based on the California Professional Standards for Educational Leaders (CPSELs). An Individualized Induction Plan (IIP), identifies each students' performance expectations, professional development objectives, and learning activities. Artifacts that demonstrate student progress in meeting the IIP goals and professional development objectives are maintained in an electronic portfolio.

Throughout the two-year (four terms) program, advancement toward each student's goals is assessed. A culminating assessment forms the basis for certifying that students have successfully met all professional development objectives in the IIP and have met the level of administrative competence to merit recommendation for the Clear Administrative Services Credential.

Candidates must enroll in the induction program within 120 days of the start of their initial administrative position. Candidates are required to begin coaching within 30 days of the program start.

Candidates who were employed in an administrative position prior to July 1, 2015, who have not yet cleared their credential have five years, from the date of their initial administrative contract, to complete the Clear Administrative Services Credential.

Course Requirements

| | | |
|-------------|--|----|
| EDUC 661 | Clear Induction Orientation | 3 |
| EDUC 662 | Individualized Induction Plan Implementation and Professional Development I | 3 |
| EDUC 663 | Individualized Induction Plan Implementation and Professional Development II | 3 |
| EDUC 664 | Clear Induction Assessment | 3 |
| Total Units | | 12 |

Students enrolling in the program are required to register for EDUC 661 upon admission to the program.

Students may apply for the credential upon successful completion of the program and provide a statement with supervisor and district signatures to verify the candidate has at least two years of full-time administrative experience under the Preliminary Administrative Services Credential.

Department of School Counseling and School Psychology

For more detailed information about the Department of School Counseling and School Psychology, please visit apu.edu/education/counselingpsych/.

Admissions

University graduate admission and program acceptance requirements must be met before an application is complete (see Admission to the University (p. 13)).

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

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

Mission Statement

The Department of School Counseling and School Psychology offers adult learners academic and practical preparation for careers in school counseling and school psychology. The department provides coursework and supervises fieldwork leading to the Master of Arts in Education: Educational Counseling; the Master of Arts in Education: Educational Psychology and Educational Specialist in School Psychology; and the Master of Arts in Education: Educational and Clinical Counseling. In addition, the department offers a credential-only program for those who hold a master's degree and seek certification in school counseling or school psychology.

Student Dispositional Expectations

All candidates in the Department of School Counseling and School Psychology will be evaluated on their professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. The two professional dispositions that NCATE (transitioning to CAEP) expects institutions to assess are fairness and the belief that all students can learn.

Student Dispositional Assessment

All candidates will be evaluated by faculty with regards to student dispositions three times throughout their program. The School of Education Candidate Disposition Rubric will be utilized to assess each candidate.

Student Dispositional Remediation

Any candidate who does not meet minimal expectations on the Candidate Disposition Rubric will be required to meet with the Department Student Remediation Team to develop an improvement plan. Students who fail to meet the remedial dispositional requirements will be evaluated for fitness to practice in the profession.

Taskstream

Candidates in the School Counseling and School Psychology programs will be required to sign up for a Taskstream account at the onset of their program. All courses, including field experiences, include required signature assignments that will be evaluated by faculty.

Programs Offered:

- Master of Arts in Education: Educational Counseling with Embedded Pupil Personnel Services Credential in School Counseling (p. 316)
- PPS: School Counseling Credential (p. 325)
- Master of Arts in Education: Educational Psychology and Educational Specialist Degree in School Psychology with Embedded Pupil Personnel Services Credential in School Psychology (p. 318), plus optional specializations in:
 - Applied Behavioral Analysis (p. 321)
 - Clinical and Educationally Related Mental Health Counseling (p. 322)
- PPS: School Psychology Credential (p. 326)
- Master of Arts in Education: Educational and Clinical Counseling with Embedded Pupil Personnel Services Credential in School Counseling (p. 324)
- Applied Behavioral Analysis Specialization (p. 326) (BCBA Certificate)

ABA 500, ABA Fieldwork 1, 1 Unit

This course is a companion to the first two courses in the six-course sequence that fulfills the coursework requirement to become a Board Certified Behavior Analyst (BCBA). This course includes 200 hours of supervised fieldwork in addition to two mandatory 3.5-hour seminars at campus. Please be advised that students who cannot attend these seminars will not receive a passing score in the class.

ABA 503, Introduction to Behavior Analysis in Applied Settings, 3 Units

This course is the first of six courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). It focuses on the following: introduction to the theory, principle processes, concepts, and terminology of applied behavior analysis (ABA), and the learning principles on which ABA is based within applied 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, stimulus discrimination and generalization, and social validity.

ABA 510, ABA Fieldwork 2, 1 Unit

This course is a companion to the first two courses in the six-course sequence that fulfills the coursework requirement to become a Board Certified Behavior Analyst (BCBA). This course includes 200 hours of supervised fieldwork in addition to two mandatory 3.5-hour seminars at campus. Please be advised that students who cannot attend these seminars will not receive a passing score in the class.

ABA 514, Functional Behavior Assessment in Applied Settings, 3 Units

This course is the third of six courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). This course focuses on the functional behavior assessment process. This includes descriptive assessment (review of records, interview, observation, interpretation), functional analysis, and developing intervention plans. Students will be introduced to behavior change procedures, behavior change considerations, and experimental design. These concepts will be further developed in subsequent courses. Additionally, students will review some of the key concepts covered in previous courses.

Prerequisites: ABA 503, ABA 504

ABA 515, Behavior Change Procedures in Applied Settings - Part 1, 3 Units

This course is the fourth of six courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). It focuses on the procedures, systems, and considerations of behavior change from the perspective of applied behavior analysis (ABA). It is the first of two classes on this topic. Additionally, students will receive an introduction to ethics within the field of ABA.

Prerequisites: ABA 503, ABA 504, ABA 514

ABA 524, Advanced Topical Study: Applications and Ethics in Applied Behavior Analysis, 3 Units

This course is the fifth of six courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). It focuses on the ethical considerations from the field of applied behavior analysis (ABA). It covers the Behavior Analyst Certification Board's Professional Disciplinary and Ethical Standards and the Guidelines for Responsible Conduct for Behavior Analysts.

Prerequisites: ABA 503, ABA 504, ABA 514, ABA 515

ABA 534, Behavior Change Procedures in Applied Settings - Part 2, 3 Units

This course is the last of six courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). This course focuses on the procedures, systems, and considerations of behavior change from the perspective of applied behavior analysis (ABA). It is the second of two classes on this topic. Additionally, students will review some of the key concepts covered in previous courses.

Prerequisites: ABA 503, ABA 504, ABA 514, ABA 515, ABA 524

EDCO 528, Community, Family, and School Collaboration, 3 Units

Students become aware of comprehensive models for forming partnerships or collaborations between schools/districts and community stakeholders to strengthen school improvement and reform efforts. The course investigates the importance of parent and community involvement in children's education from birth through high school including an overview of exemplary parent involvement programs; resources for family involvement activities and programs; and knowledge of existing and possible partnerships between school/districts and public/private community representatives including mental health, government, advocacy and law enforcement agencies; knowledge of district/school programs that support student achievement through academics and mental health, and grant writing to support school/community collaborations.

EDCO 533, Counseling Theories and Techniques, 3 Units

This course provides an examination of the varied counseling theories and techniques needed by school counselors for a variety of counseling roles and functions. The focus is on the application of basic skills in the domains of academic, career, personal and social development. Each student demonstrates knowledge of how school counseling programs and services promote student development, learning and achievement in diverse populations with the context of professional ethics. Concepts, attitudes, and values held by the counselor which most influence the counseling relationship and outcome are explored. A holistic, ecosystemic model for viewing counseling issues, the school community and the understanding of family processes are studied. It focuses on acquiring knowledge and practicing skills related to individual and group counseling within a multicultural context. A

prerequisite for EDCO 550 and EDCO 583

EDCO 534, Assessment, Measurements, and Testing of Individuals, 3 Units

This course helps students understand and interpret measurement techniques, and state- and nation-wide assessments used in public schools at all grade levels. Course content includes the role of measurement and assessment in pupil personnel services, test validity and reliability, portfolios, assessment procedures, special education testing, interpreting test data, and elementary statistics. Emphasis is on helping school counselors and other educators use measurement and assessment data to promote positive programs and outcomes for students.

EDCO 535, Professionalism, Ethics, and Law, 3 Units

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 Units

This course focuses on the implementation of positive behavior supports based on principles of applied behavioral analysis. The student learns the process of implementing a functional behavioral analysis in order to promote academic success, socialization, and development of life skills. Consultation and collaboration within the educational environment is emphasized.

EDCO 549, Career Development Theories and Techniques, 3 Units

This course is an orientation to occupational and career education trends, theories and practices which ensure that all pupils receive equitable guidance which transcends cultural and gender stereotypes and is reflective of the national standards. This includes computer-based technology, data management systems and data-based research which support career development services.

EDCO 550, Crisis/Trauma Response and Interventions, 3 Units

Culturally appropriate counseling, classroom, and school related techniques and methods for developing and maintaining a peaceable school, and for the prevention, intervention, and postvention of such factors as crisis, trauma, violence, gang activity, bullying, conflict, depression, suicide, alcohol and substance abuse, and sexual harassment are examined within an ecosystemic context.

Prerequisite: EDCO 533

EDCO 555, Group Counseling Skills, 3 Units

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 This course provides a combination of history, theory, techniques, and applications pertaining to group counseling processes. Training requirements include the practice and demonstration of group techniques. Candidates observe, participate in, and conduct a personal-growth group composed of class members and observed by an experienced group supervisor.

Prerequisites: Current Certification of Clearance and evidence of passed CBEST;

corequisite: EDCO 583

EDCO 557, Human Growth, Development, and Learning, 3 Units

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 Units

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 Units

This course provides each student with firsthand, supervised pupil personnel experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation practice with individuals, groups, families, children, adolescents, and exceptional and nonexceptional pupils.

EDCO 571, Introduction to Clinical Practice: Basic Skills, 3 Units

This course introduces the student to basic skills in attending behavior, clinical interviewing, and clinical intervention. It is designed to stimulate self-awareness as related to the therapeutic relationship, as well as the integration of spirituality and the interpersonal process. Coursework includes reading, observation, and role-play, and student audio/videotaped clinical practice explores differential diagnosis and the use of current diagnostic tools, such as the DSM-IV-R and the treatment modalities and placement criteria within the continuum of care.

EDCO 572, Psychobiology and Psychopharmacology, 3 Units

This course introduces the biological and neurological bases of human behavior, as well as psychotropic medications, as an adjunct to psychotherapy. Current information on the use of medications in the treatment of psychological disorders is provided, and consideration is given to the special needs of certain populations (e.g., the elderly and substance abuse patients) when psychotropic medications are prescribed. Students develop skills in case management by gaining an understanding of psychotropic medication indications, dosage scheduling, effects, and side effects as part of therapeutic practice.

EDCO 573, Addictions, Assessment, and Interventions, 3 Units

This course provides an introduction to the field of addictions and compulsive behaviors, including substance abuse and substance abuse treatment. The course emphasizes assessment and intervention skills, processes, evidence-based research relevant to treatment, and available resources. The nature and scope of addictions are defined, DSM-IV criteria for disorders are reviewed, and unique issues relative to faith, children/adolescents, persons with disabilities, and other issues of diversity are considered.

EDCO 574, Introduction to Clinical Practice: Advanced Skills, 3 Units

This course is designed to further develop the psychotherapeutic tools of students prior to their entry into a clinical placement. Students focus on developing proficiency in the core interviewing qualities, deriving goals for a clinical session, and making contracts with clients for change. Additionally, students are trained to work with diverse populations and encouraged to begin developing a theoretical and conceptual understanding of cases. Students are also encouraged to address issues regarding the integration of their faith with the practice of psychotherapy. These goals are addressed through experiential learning, lecture, readings, discussion, and reflection.

Prerequisite: EDCO 571

EDCO 575, Clinical Practica, 3 Units

This course provides counseling graduates with an in-the-field counseling experience prior to fieldwork or internship. Students obtain educational and clinical experience in psychotherapeutic techniques, assessment, and maladjustment, health and wellness promotion, and other recognized counseling interventions. A total of 100 hours must be documented in various education and community settings under supervision of faculty and site supervisors.

Prerequisites: EDCO 533, EDCO 550, EDCO 557, and EDCO 593

EDCO 579, Sociocultural Competence, 3 Units

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 587, PPS Leadership, Ethics, and Professionalism, 3 Units

This course is an orientation to the concepts and procedures which define and encompass pupil personnel management systems. This includes the ethics which guide the coordination and supervision of comprehensive counseling and guidance in a multicultural school setting. Standards of professionalism which support successful leadership are incorporated into the instruction.

EDCO 592, Foundations and Ethics in Research, 3 Units

This is the capstone research course for school counseling candidates and the first of three research courses for school psychology candidates. Candidates prepare a scholarly literature review. For counseling candidates, the major assignment for the course serves as a graduate research project. For school psychology candidates, the major assignment guides construction of the methods section of a research project for the following research courses.

EDCO 593, Historical Development of School Counseling and School Psychology, 3 Units

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 Units

(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 Units

(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.

EDPY 556, Academic Assessment and Intervention, 2 Units

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), 2 Units

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 Units

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 Unit

This is a supervised practicum in data-driven behavioral consultation/collaboration and socialization/life skills. This course emphasizes Functional Behavior Assessments (FBA) and Behavior Intervention Plans. Students meet with a university instructor for seminar discussion and group supervision each semester. A minimum of 150 hours is applied toward the total 450 required practicum hours.

Corequisites: EDPY 624 and EDPY 681

EDPY 635B, Role and Function of a School Psychologist: Individual/Group Counseling, 1 Unit

This course offers a supervised practicum in the development of life skills, mental health, and home/school/community collaboration. Students gain supervised skills in individual/group counseling and meet with a university instructor for seminar discussion and group supervision each semester. A minimum of 150 hours is applied toward the total 450 required practicum hours.

Corequisites: EDPY 637 and EDPY 682

EDPY 635C, Role and Function of a School Psychologist: Assessment, 1 Unit

This is a supervised practicum in data-based intervention development and collaboration. Students gain supervised experience in administration, scoring, and interpretation of cognitive/processing/social emotional assessments. Students also conduct Curriculum-Based Assessments (CBA) within a Response to Intervention (RTI) model. Students meet with a university instructor for seminar discussion and group supervision each semester. A minimum of 150 hours is applied toward the total 450 required practicum hours.

Corequisites: EDPY 633 and EDPY 683

EDPY 636, Research and Evaluation in School Psychology, 3 Units

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 Units

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 Units

(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 Units

(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 Units

(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 Units

(300 hours) Regularly coached by on-site and university staff, the intern accepts independent responsibility for planning and implementing programs consistent with IDEA guidelines and state of California regulations. This includes participating in student study teams, planning and implementing psychoeducational assessments of pupils, and making recommendations for interventions in regular and special education. It includes demonstrating a high level of skill in counseling pupils, consulting with parents, and accessing community resources. In addition, the intern is responsible for planning and implementing school-wide assessment programs and evaluating program outcomes.

EDPY 655, School Psychology Internship 1, 5 Units

(600 hours) Students are provided with on-site experience leading to the acquisition of skills and knowledge of school counselors and psychologists involving special and regular education students. Such experience includes working with IDEA regulations and procedures, assessing and counseling exception students, consulting with teachers, parents, and community agencies, and supervising counseling services. Further skills include conducting student assessment, writing reports, consulting with staff and parents, designing prevention, interventions, and postvention strategies, and completing progress evaluations.

EDPY 656, School Psychology Internship 2, 5 Units

(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 Units

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, socialemotional 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 Units

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 Units

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 Units

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 Units

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 Units

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 Units

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 Units

In this course, the professor and students work closely to advance research into a form that will be appropriate for presentation at a national conference or publication in a peer-reviewed journal. Examples of activities within this course include: development of literature reviews, data collection, statistical analysis, manuscript editing and revising, presenting research at conferences, and submission for publication in scholarly journals.

EDPY 695, School Psychology Fieldwork 1, 5 Units

(600 hours) Students are provided with on-site experience leading to the acquisition of skills and knowledge of school counselors and psychologists involving special and regular education students. Such experience includes working with IDEA regulations and procedures, assessing and counseling exception students, consulting with teachers, parents, and community agencies, and supervising counseling services. Further skills include conducting student assessment, writing reports, consulting with staff and parents, designing prevention, interventions, and postvention strategies, and completing progress evaluations.

EDPY 696, School Psychology Fieldwork 2, 5 Units

(600 hours) With continued on-site supervision, field experience students become increasingly independent with regard to planning, implementing, and reporting psychoeducational assessments of pupils. Students continue to gain experience collaborating with multidisciplinary colleagues. Students participate in planning prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist. In addition, students take independent responsibility for initiating and collaborating with multidisciplinary colleagues in prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist.

EDPY 697, Readings in School Psychology, 1 Unit

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

ABA 504, Single-Case Designs: Measurement and Experimental Evaluation of Behavior, 3 Units

This course is the second of six courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). Students will be introduced to single-subject design and will learn how to collect, analyze, and interpret data using continuous and discontinuous measures. Additionally, students review some of the key behavioral concepts already covered in previous courses.

Prerequisite: ABA 503

Faculty

Chair and Professor

David Morrison (<http://www.apu.edu/education/faculty/drmorrison>), Ed.D.

School Counseling Program Director and Professor

Michelle Cox (<http://www.apu.edu/education/faculty/mcox>), Ph.D.

School Psychology Program Director and Assistant Professor

Michael Salce (<http://www.apu.edu/education/faculty/msalce>), Ed.D.

Coordinator for Fieldwork and Internship and Professor

Robert Martin (<http://www.apu.edu/education/faculty/rhmartin>), Ph.D.

Professors

Lewis Bonney (<http://www.apu.edu/education/faculty/lbonney>), Ph.D.

Randy Fall (<http://www.apu.edu/education/faculty/rfall>), Ph.D.

Assistant Professors

Roberta Alba (<http://www.apu.edu/education/faculty/rclarke>), Ed.D.

Dean Lesicko (<http://www.apu.edu/education/faculty/dlesicko>), M.S.

Heather Maguire (<http://www.apu.edu/education/faculty/hmaguire>), Psy.D.

Master of Arts in Education: Educational Counseling with an Embedded Pupil Personnel Services Credential in School Counseling

Department of School Counseling and School Psychology: (626) 815-5424

APU's Master of Arts in Education: Educational Counseling offers candidates an efficient path to a school counseling career by embedding within the master's program all requirements for the Pupil Personnel Services Credential in School Counseling.

A requirement in completing the program includes either fieldwork or an internship. Candidates applying for an internship credential may submit their application for the internship credential near the end of the program after all 10 prerequisites have been met. An internship credential is appropriate for candidates who have secured a paid internship position at a public school in the field of school counseling.

Course Sequence

Please obtain academic advising prior to initial registration.

| Code | Title | Units |
|---|--|-------|
| Term 1 | | |
| EDCO 533 | Counseling Theories and Techniques ¹ | 3 |
| EDCO 550 | Crisis/Trauma Response and Interventions ¹ | 3 |
| EDCO 557 | Human Growth, Development, and Learning ¹ | 3 |
| EDCO 593 | Historical Development of School Counseling and School Psychology ¹ | 3 |
| Term 2 | | |
| EDCO 545 | Positive Behavior Supports and Classroom Intervention ¹ | 3 |
| EDCO 555 | Group Counseling Skills ¹ | 3 |
| EDCO 575 | Clinical Practica ¹ | 3 |
| EDCO 592 | Foundations and Ethics in Research ¹ | 3 |
| Term 3 | | |
| EDCO 528 | Community, Family, and School Collaboration ¹ | 3 |
| EDCO 535 | Professionalism, Ethics, and Law ¹ | 3 |
| Term 4 | | |
| EDCO 534 | Assessment, Measurements, and Testing of Individuals | 3 |
| EDCO 549 | Career Development Theories and Techniques | 3 |
| EDCO 579 | Sociocultural Competence | 3 |
| EDCO 587 | PPS Leadership, Ethics, and Professionalism | 3 |
| Supervised Field Experience/Fieldwork Internship | | |
| Select one of the following: | | 6 |
| EDCO 564 & EDCO 568 | School Counseling Fieldwork 1 and School Counseling Fieldwork 2 (300 hours) | |
| EDCO 594 & EDCO 595 | School Counseling Internship 1 and School Counseling Internship 2 (300 hours) | |
| Total Units | | 48 |

¹ Prerequisites for fieldwork/internship

Additional Requirements

1. Candidates must pass a Praxis exam to demonstrate their competence in school counseling prior to completion of the program.
2. Candidates prepare a Graduate Research Project EDCO 592 which includes a formal research paper. The Graduate Research Project content summarizes a topic that the student chooses to study in depth.
3. All candidates admitted to the Master of Arts in Education: Educational Counseling program are required to submit a copy of their California Certificate of Clearance (COC) or another form of clearance, such as a valid and current credential for teaching, counseling, school psychology, and/or nursing. The law requires Azusa Pacific University to keep these records on file while candidates are in attendance at APU.
4. Candidates must pass the California Basic Educational Skills Test (CBEST) prior to admission to the educational counseling program with an embedded school counseling credential. Students can register to take the test at [cbest.nesinc.com](http://www.cbest.nesinc.com) (<http://www.cbest.nesinc.com>).

Advisory Notes

Educational psychology (p. 318) 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.

Candidates 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 (p. 23) section of the catalog.

- The practicum experience included in the educational counseling program is required by the California Commission on Teacher Credentialing and consists of 100 hours completed in a K-12 setting. These hours will be verified in the EDCO 575 course, which must be taken prior to fieldwork or internship. This course provides candidates the educational and clinical experience in applied psychotherapeutic techniques, assessment, diagnosis, prognosis, treatment, issues of development, adjustment, and maladjustment, health and wellness promotion, and other recognized counseling interventions.

- At some sites, candidates may need to delay enrollment until there are 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.
- Candidates in an educational counseling or educational psychology program may request to waive a course (see Waivers (p. 55) in the Academic Policies and Procedures (p. 23) 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 (p. 52)), 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 candidate must choose alternative elective courses to satisfy the unit requirements of the degree program.
- Candidates approaching program completion must obtain a credential application from the Office of Credentials (<http://www.apu.edu/education/resources/credentials>). Candidates must complete all credential requirements to apply for the credential.
- Notify the graduate registrar of intent to graduate 90 days before intended graduation. Candidates approaching graduation must obtain an Intent to Commence and/or Graduate form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms>) from the registrar in the Graduate and Professional Center. The registrar will determine whether the student has met all requirements.
- A candidate 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.

Master of Arts in Education: Educational Psychology (M.A.Ed.) and Educational Specialist (Ed.S.) Degree in School Psychology with Embedded Pupil Personnel Services Credential in School Psychology

Department of School Counseling and School Psychology: (626) 815-5424

Azusa Pacific University's Master of Arts in Education: Educational Psychology (M.A.Ed.) and Educational Specialist (Ed.S.) Degree in School Psychology with an embedded Pupil Personnel Services Credential in School Psychology program equips school psychology candidates with distinctive and marketable skills and competencies. The school psychology program is approved by the National Association of School Psychologists (NASP) and accredited by the National Council for Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP), and the California Commission on Teacher Credentialing (CTC). Both the M.A.Ed. and the Ed.S. degrees are completed in three years and comprise 66 graduate semester units, 450 hours of practicum, and 1,200 hours of fieldwork/internship. Upon successful completion of both programs, candidates can apply to become Nationally Certified School Psychologists (NCSP) pending passing of the PRAXIS II Exam (School Psychology) with a score of 147 or greater.

Program Outcomes

The Master of Arts in Education: Educational Psychology (M.A.Ed.) and Educational Specialist (Ed.S.) Degree in School Psychology program equips candidates for career advancement opportunities and give them a highly marketable specialty. All coursework is taught by expert faculty who are recognized leaders in the profession with years of clinical and school-based experience. Graduates of APU develop a comprehensive set of competencies to effectively work with students and families of all cultures, SES levels, and learning abilities. In addition, the school psychology program seeks to develop compassionate practitioners who will apply the following skills and competencies in school systems:

- Research and evaluation skills
- Commitment to social justice and advocacy
- Legal and ethical decision making
- Psychoeducational assessment for the purposes of intervention
- Evidenced-based interventions (behavior and academic)
- Nondiscriminatory assessment procedures
- Social-emotional/behavioral assessment and intervention through positive behavior supports
- Knowledge of psychobiology and psychopharmacology

- Academic assessment and intervention (curriculum-based measurement and response to intervention)
- Individual and systemic collaboration (homeschool partnerships)
- Educational and clinically related mental health counseling (individual and group counseling)
- Crisis prevention and intervention (individual and school wide)
- Promotion of safe and nurturing school environments
- Human development and learning

Program Structure

Years 1 and 2 (M.A.Ed.)

Candidates complete a total of 49 units and 450 hours of practicum during the first two years of the program. Upon completion of all coursework, practicum, and the Graduate Research Project (GRP), the candidate is granted the Master of Arts in Education: Educational Psychology and may participate in commencement.

Year 3 (Post-master's Year, Ed.S.)

During the post-master's year, candidates complete an additional 17 units of special focus coursework and 10 units of fieldwork/internship (1,200 hours). Candidates applying for an internship credential may submit their application once a paid internship at a public school in the field of school psychology has been secured. Prior to starting fieldwork/internship, students are required to provide an updated TB clearance.

Upon successful completion of post-master's coursework, fieldwork/internship, and passing of the PRAXIS II (School Psychology), the candidate is granted the Educational Specialist (Ed.S.) degree and may file for the PPS Credential in School Psychology. Once these requirements are fulfilled, the student may apply to become a Nationally Certified School Psychologist (NCSP) through the National Association of School Psychologists (NASP). Students are advised to review specific NCSP requirements at [nasponline.org](http://www.nasponline.org) (<http://www.nasponline.org>).

Additional Admission Requirements for School Psychology Applicants

1. Submit Graduate Record Exam (GRE) scores. The GRE must have been taken within 12 months of the date of application for admission. 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 [ets.com](http://www.ets.com) (<http://www.ets.com>) and the Department of School Counseling and School Psychology (<http://www.apu.edu/education/counselingpsych>).
2. After all above materials have been received by the admissions office in the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter/admissions>), the school psychology program reviews the file and notifies the applicant to schedule an admission interview with the department. The prospective candidate should come prepared to be interviewed by program 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 who are admitted to the program are required to submit a copy of their California Certificate of Clearance (COC) or another form of clearance, such as a valid and current credential for teaching or counseling and/or nursing. The law requires Azusa Pacific University to keep these records on file while candidates are in attendance at APU.

Course Requirements

- M.A.Ed. in Educational Psychology and Ed.S. in School Psychology (p. 319)
- M.A.Ed. in Educational Psychology and Ed.S. in School Psychology with Optional Applied Behavior Analysis Specialization (p. 321)
- M.A.Ed. in Educational Psychology and Ed.S. in School Psychology with Optional Clinical and Educationally Related Mental Health Counseling Specialization (p. 322)

M.A.Ed. in Educational Psychology and Ed.S. in School Psychology

This program totals 66 units.

Scope and Sequence

Students take courses in the following sequence.

(Students are required to seek academic advisement prior to initial registration.)

| Code | Title | Units |
|---|-------|-------|
| Year 1 | | |
| Coursework for Master of Arts in Education: Educational Psychology | | |
| Term 1 | | |

| | | |
|--|--|----|
| EDCO 533 | Counseling Theories and Techniques ¹ | 3 |
| EDCO 557 | Human Growth, Development, and Learning ¹ | 3 |
| EDPY 624 | Disabilities in Children (Mild, Moderate, and Severe) ¹ | 2 |
| EDCO 593 | Historical Development of School Counseling and School Psychology ¹ | 3 |
| Term 2 | | |
| EDCO 545 | Positive Behavior Supports and Classroom Intervention ¹ | 3 |
| EDCO 572 | Psychobiology and Psychopharmacology | 3 |
| EDPY 556 | Academic Assessment and Intervention ¹ | 2 |
| EDCO 592 | Foundations and Ethics in Research ¹ | 3 |
| Term 3 | | |
| EDCO 535 | Professionalism, Ethics, and Law ¹ | 3 |
| EDCO 528 | Community, Family, and School Collaboration ¹ | 3 |
| Students will have located a practicum site. | | |
| Year 2 | | |
| Term 1 | | |
| EDPY 681 | Psychoeducational Assessment I ¹ | 3 |
| EDPY 690 | Advanced Individual Research ¹ | 3 |
| EDPY 682 | Psychoeducational Assessment II ¹ | 3 |
| EDPY 636 | Research and Evaluation in School Psychology ¹ | 3 |
| EDPY 635A | Role and Function of a School Psychologist: Positive Behavior Supports ¹ | 1 |
| Term 2 | | |
| EDPY 683 | Psychoeducational Assessment III ¹ | 3 |
| EDPY 637 | Child Psychopathology Assessment and Treatment ¹ | 3 |
| EDCO 550 | Crisis/Trauma Response and Interventions (9 week) ¹ | 3 |
| EDPY 633 | Multicultural and Bilingual Assessment and Intervention | 3 |
| EDPY 635B | Role and Function of a School Psychologist: Individual/Group Counseling ¹ | 1 |
| Term 3 | | |
| EDPY 635C | Role and Function of a School Psychologist: Assessment ¹ | 1 |
| Total Units | | 55 |

¹ Prerequisites must be completed prior to internship/fieldwork.

Students will complete the following in order to earn the Master of Arts in Education: Educational Psychology (M.A.Ed.):

- Completion of designated M.A.Ed. coursework (49 units)
- Graduate Research Project
- 450 hours of practicum

Student may participate in commencement.

| Code | Title | Units |
|---|--|-------|
| Year 3 | | |
| Coursework for Educational Specialist Degree | | |
| Semester 4 | | |
| EDPY 697 | Readings in School Psychology | 1 |
| Select one of the following: | | 5 |
| EDPY 655 | School Psychology Internship 1 (600 hours) | |
| EDPY 656 | School Psychology Internship 2 (600 hours) | |
| Semester 5 | | |
| Select one of the following: | | 5 |
| EDPY 695 | School Psychology Fieldwork 1 (600 hours) | |
| EDPY 696 | School Psychology Fieldwork 2 (600 hours) | |
| Total Units | | 11 |

Students will complete the following in order to earn the Educational Specialist (Ed.S.) with an embedded Pupil Personnel Services Credential in School Psychology:

- Completion of designated Ed.S. coursework (17 units)
- 1,200 hours of fieldwork/internship hours (primary and secondary setting)
- Passing the PRAXIS (School Psychology) with a 147 or higher

M.A.Ed. in Educational Psychology and Ed.S. in School Psychology with Optional Applied Behavior Analysis Specialization

This program totals 86 units.

Includes Optional Applied Behavior Analysis Specialization

Scope and Sequence

Students take courses in the following sequence.

(Students are required to seek academic advisement prior to initial registration.)

Year 1

Coursework for Master of Arts in Education: Educational Psychology

Semester 1

| | | |
|----------|--|---|
| EDCO 533 | Counseling Theories and Techniques ¹ | 3 |
| EDCO 557 | Human Growth, Development, and Learning ¹ | 3 |
| EDPY 624 | Disabilities in Children (Mild, Moderate, and Severe) ¹ | 2 |
| EDCO 593 | Historical Development of School Counseling and School Psychology ¹ | 3 |

Semester 2

| | | |
|----------|--|---|
| EDCO 545 | Positive Behavior Supports and Classroom Intervention ¹ | 3 |
| EDCO 572 | Psychobiology and Psychopharmacology | 3 |
| EDPY 556 | Academic Assessment and Intervention ¹ | 2 |
| EDCO 592 | Foundations and Ethics in Research ¹ | 3 |

Semester 3

| | | |
|----------|--|---|
| EDCO 535 | Professionalism, Ethics, and Law ¹ | 3 |
| EDCO 528 | Community, Family, and School Collaboration ¹ | 3 |

Students will have located a practicum site.

Year 2

Semester 1

| | | |
|-----------|---|---|
| EDPY 681 | Psychoeducational Assessment I ¹ | 3 |
| EDPY 690 | Advanced Individual Research ¹ | 3 |
| EDPY 682 | Psychoeducational Assessment II ¹ | 3 |
| EDPY 636 | Research and Evaluation in School Psychology ¹ | 3 |
| EDPY 635A | Role and Function of a School Psychologist: Positive Behavior Supports ¹ | 1 |

Semester 2

| | | |
|-----------|--|---|
| EDPY 683 | Psychoeducational Assessment III ¹ | 3 |
| EDPY 637 | Child Psychopathology Assessment and Treatment ¹ | 3 |
| EDCO 550 | Crisis/Trauma Response and Interventions (9 week) ¹ | 3 |
| EDPY 633 | Multicultural and Bilingual Assessment and Intervention | 3 |
| EDPY 635B | Role and Function of a School Psychologist: Individual/Group Counseling ¹ | 1 |

Semester 3

| | | |
|-----------|---|---|
| EDPY 635C | Role and Function of a School Psychologist: Assessment ¹ | 1 |
|-----------|---|---|

Total Units

55

¹ Prerequisites must be completed prior to internship/fieldwork.

Students will complete the following in order to earn the Master of Arts in Education: Educational Psychology (M.A.Ed.):

- Completion of designated M.A.Ed. coursework (49 units)

- Graduate Research Project
- 450 hours of practicum

Student may participate in commencement.

Year 3

Coursework for Educational Specialist Degree

Semester 4

| | | |
|------------------------------|--|---|
| EDPY 697 | Readings in School Psychology | 1 |
| Select one of the following: | | 5 |
| EDPY 655 | School Psychology Internship 1 (600 hours) | |
| EDPY 656 | School Psychology Internship 2 (600 hours) | |

Semester 5

| | | |
|------------------------------|---|---|
| Select one of the following: | | 5 |
| EDPY 695 | School Psychology Fieldwork 1 (600 hours) | |
| EDPY 696 | School Psychology Fieldwork 2 (600 hours) | |

| | | |
|-------------|--|----|
| Total Units | | 11 |
|-------------|--|----|

Students will complete the following in order to earn the Educational Specialist (Ed.S.) with an embedded Pupil Personnel Services Credential in School Psychology:

- Completion of designated Ed.S. coursework (17 units)
- 1,200 hours of fieldwork/internship hours (primary and secondary setting)
- Passing the PRAXIS (School Psychology) with a 147 or higher

Applied Behavior Analysis

| | | |
|---------|--|---|
| ABA 503 | Introduction to Behavior Analysis in Applied Settings | 3 |
| ABA 504 | Single-Case Designs: Measurement and Experimental Evaluation of Behavior | 3 |
| ABA 514 | FUNCTIONAL BEHAVIOR ASSESSMENT IN APPLIED SETTINGS | 3 |
| ABA 515 | BEHAVIOR CHANGE PROCEDURES IN APPLIED SETTINGS- PART 1 | 3 |
| ABA 524 | ADVANCED TOPICAL STUDY: APPLICATIONS AND ETHICS IN APPLIED BEHAVIOR ANALYSIS | 3 |
| ABA 534 | BEHAVIOR CHANGE PROCEDURES IN APPLIED SETTINGS- PART 2 | 3 |
| ABA 500 | ABA Fieldwork 1 | 1 |
| ABA 510 | ABA Fieldwork 2 | 1 |

M.A.Ed. in Educational Psychology and Ed.S. in School Psychology with Optional Clinical and Educationally Related Mental Health Counseling Specialization

This program totals 81 units.

Includes Optional Clinical and Educationally Related Mental Health Counseling Specialization Scope and Sequence

Students take courses in the following sequence.

(Students are required to seek academic advisement prior to initial registration.)

Year 1

Coursework for Master of Arts in Education: Educational Psychology

Semester 1

| | | |
|----------|--|---|
| EDCO 533 | Counseling Theories and Techniques ¹ | 3 |
| EDCO 557 | Human Growth, Development, and Learning ¹ | 3 |
| EDPY 624 | Disabilities in Children (Mild, Moderate, and Severe) ¹ | 2 |
| EDCO 593 | Historical Development of School Counseling and School Psychology ¹ | 3 |

Semester 2

| | | |
|----------|--|---|
| EDCO 545 | Positive Behavior Supports and Classroom Intervention ¹ | 3 |
| EDCO 572 | Psychobiology and Psychopharmacology | 3 |

| | | |
|--|--|----|
| EDPY 556 | Academic Assessment and Intervention ¹ | 2 |
| EDCO 592 | Foundations and Ethics in Research ¹ | 3 |
| Semester 3 | | |
| EDCO 535 | Professionalism, Ethics, and Law ¹ | 3 |
| EDCO 528 | Community, Family, and School Collaboration ¹ | 3 |
| Students will have located a practicum site. | | |
| Year 2 | | |
| Semester 1 | | |
| EDPY 681 | Psychoeducational Assessment I ¹ | 3 |
| EDPY 690 | Advanced Individual Research ¹ | 3 |
| EDPY 682 | Psychoeducational Assessment II ¹ | 3 |
| EDPY 636 | Research and Evaluation in School Psychology ¹ | 3 |
| EDPY 635A | Role and Function of a School Psychologist: Positive Behavior Supports ¹ | 1 |
| Semester 2 | | |
| EDPY 683 | Psychoeducational Assessment III ¹ | 3 |
| EDPY 637 | Child Psychopathology Assessment and Treatment ¹ | 3 |
| EDCO 550 | Crisis/Trauma Response and Interventions (9 week) ¹ | 3 |
| EDPY 633 | Multicultural and Bilingual Assessment and Intervention | 3 |
| EDPY 635B | Role and Function of a School Psychologist: Individual/Group Counseling ¹ | 1 |
| Semester 3 | | |
| EDPY 635C | Role and Function of a School Psychologist: Assessment ¹ | 1 |
| Total Units | | 55 |

¹ Prerequisites must be completed prior to internship/fieldwork.

Students will complete the following in order to earn the Master of Arts in Education: Educational Psychology (M.A.Ed.):

- Completion of designated M.A.Ed. coursework (49 units)
- Graduate Research Project
- 450 hours of practicum

Student may participate in commencement.

Year 3

Coursework for Educational Specialist Degree

Semester 4

| | | |
|------------------------------|--|---|
| EDPY 697 | Readings in School Psychology | 1 |
| Select one of the following: | | 5 |
| EDPY 655 | School Psychology Internship 1 (600 hours) | |
| EDPY 656 | School Psychology Internship 2 (600 hours) | |

Semester 5

| | | |
|------------------------------|---|---|
| Select one of the following: | | 5 |
| EDPY 695 | School Psychology Fieldwork 1 (600 hours) | |
| EDPY 696 | School Psychology Fieldwork 2 (600 hours) | |

Total Units 11

Students will complete the following in order to earn the Educational Specialist (Ed.S.) with an embedded Pupil Personnel Services Credential in School Psychology:

- Completion of designated Ed.S. coursework (17 units)
- 1,200 hours of fieldwork/internship hours (primary and secondary setting)
- Passing the PRAXIS (School Psychology) with a 147 or higher

Clinical and Educationally Related Mental Health Counseling

15

| | | |
|----------|---|--|
| EDCO 555 | Group Counseling Skills | |
| EDCO 571 | Introduction to Clinical Practice: Basic Skills | |

| | |
|----------|--|
| EDCO 573 | Addictions, Assessment, and Interventions |
| EDCO 574 | Introduction to Clinical Practice: Advanced Skills |
| EDCO 575 | Clinical Practica |

Student may participate in commencement.

Additional Requirements

1. Students must earn a passing score of 147 on the PRAXIS II exam to demonstrate their competence in school psychology prior to completion of the program. Upon passing the PRAXIS II with a score of 147, the student is eligible to apply to become a Nationally Certified School Psychologist (NCSP).
2. Students prepare a Graduate Research Project (GRP) which includes a formal research paper or program evaluation and must be approved by APU's Institutional Review Board (IRB). The GRP content will be related to a topic that the student chooses to study in depth and will have relevance to the field of school psychology. The research portion of the project will be completed through the following courses: EDCO 592, EDPY 690, and EDPY 636. In addition to the GRP, students are required to present their research findings and paper to a faculty and peer panel.
3. Students will complete a performance-based portfolio during Practicum and Internship/Fieldwork that will be evaluated by program faculty and field experience mentors for evidence of skills competency.

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 (p. 23) section of the catalog.

Students cannot pursue the Master of Arts in Education: Educational Counseling as a second master's degree after completing the requirements for the Master of Arts in Education: Educational Psychology and Educational Specialist in School Psychology.

- The practicum experience at APU consists of 450 hours (required by the 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 campuses.
- Students in an educational counseling or educational psychology program may request to waive a course (see Waivers (p. 55)) 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 (p. 52)), 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 School of Education. Students must complete all credential requirements to apply for the credential.
- Students approaching graduation must obtain an Intent to Commence and/or Graduate Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms>) from the Graduate and Professional Registrar at least 90 days before intended graduation. The registrar will determine whether the student has met all requirements.

Master of Arts in Education: Educational and Clinical Counseling with an Embedded Pupil Personnel Services Credential in School Counseling

Department of School Counseling and School Psychology: (626) 815-5424

The Master of Arts in Education: Educational and Clinical Counseling degree is offered as a 60-unit program that encompasses the 48-unit M.A.Ed. in Educational Counseling degree (p. 316) and 12 additional units required by the State Board of Behavioral Sciences for Licensed Professional Clinical Counselor (LPCC) eligibility. The program prepares candidates to obtain a Pupil Personnel Services Credential necessary to work in K-12 school settings. The program also provides a clinical emphasis and will satisfy the coursework requirements set forth for California state licensure as a Licensed Professional Clinical Counselor (LPCC). Please contact the department (<http://www.apu.edu/education/counselingpsych/contact>) or program director for specific information pertaining to the benefits of this particular degree option.

Course Sequence

Please obtain academic advising prior to initial registration.

| Code | Title | Units |
|--|--|-------|
| Term 1 | | |
| EDCO 533 | Counseling Theories and Techniques ¹ | 3 |
| EDCO 550 | Crisis/Trauma Response and Interventions ¹ | 3 |
| EDCO 557 | Human Growth, Development, and Learning ¹ | 3 |
| EDCO 593 | Historical Development of School Counseling and School Psychology ¹ | 3 |
| Term 2 | | |
| EDCO 545 | Positive Behavior Supports and Classroom Intervention ¹ | 3 |
| EDCO 555 | Group Counseling Skills ¹ | 3 |
| EDCO 575 | Clinical Practica ¹ | 3 |
| EDCO 592 | Foundations and Ethics in Research ¹ | 3 |
| Term 3 | | |
| EDCO 528 | Community, Family, and School Collaboration ¹ | 3 |
| EDCO 535 | Professionalism, Ethics, and Law ¹ | 3 |
| Term 4 | | |
| EDCO 534 | Assessment, Measurements, and Testing of Individuals | 3 |
| EDCO 549 | Career Development Theories and Techniques | 3 |
| EDCO 579 | Sociocultural Competence | 3 |
| EDCO 587 | PPS Leadership, Ethics, and Professionalism | 3 |
| Term 5 | | |
| Select one of the following: | | 6 |
| EDCO 564 & EDCO 568 | School Counseling Fieldwork 1 and School Counseling Fieldwork 2 (300 hours) | |
| EDCO 594 & EDCO 595 | School Counseling Internship 1 and School Counseling Internship 2 (300 hours) | |
| Students completing the Master of Arts in Educational and Clinical Counseling must complete the following prior to receiving degree: | | |
| Term 1 | | |
| EDCO 571 | Introduction to Clinical Practice: Basic Skills | 3 |
| EDCO 572 | Psychobiology and Psychopharmacology | 3 |
| Term 2 | | |
| EDCO 573 | Addictions, Assessment, and Interventions | 3 |
| EDCO 574 | Introduction to Clinical Practice: Advanced Skills | 3 |
| Total Units | | 60 |

¹ Prerequisites for fieldwork/internship

PPS: School Counseling Credential

For more information: (626) 815-5424

Prerequisite: Master of Arts in Education: Educational Psychology and Pupil Personnel Services (PPS) Credential in School Psychology

A required transcript evaluation of students' current PPS school psychology courses will determine which courses will count toward the PPS: School Counseling Credential.

Requirements are the same as for Azusa Pacific University's Master of Arts in Education: Educational Counseling with an Embedded Pupil Personnel Services Credential in School Counseling program (p. 316), with the exception that no Graduate Research Project is required.

PPS: School Psychology Credential

For more information: (626) 815-5424

Prerequisite: Master of Arts in Education: Educational Counseling and Pupil Personnel Services (PPS) Credential in School Counseling

A required transcript evaluation of students' courses will determine which courses will count toward the PPS: School Psychology Credential.

Requirements are the same as for Azusa Pacific University's Master of Arts in Education: Educational Psychology (M.A.Ed.) and Educational Specialist (Ed.S.) in School Psychology with Embedded Pupil Personnel Services Credential in School Psychology program (p. 318), with the exception that no Graduate Research Project is required.

Students must pass the PRAXIS II (School Psychology) Exam with a score of 147 or greater. Credential-only candidates **may be eligible** to become a Nationally Certified School Psychologist (NCSP). Candidates are advised to contact the National Association of School Psychologists (NASP) certification board (<http://www.nasponline.org/CERTIFICATION>) to determine if their degrees meets NCSP requirements.

Respecialization of Clinical Counseling Certificate

Department of School Counseling and School Psychology: (626) 815-5424

The Department of School Counseling and School Psychology offers the Respecialization of Clinical Counseling Certificate. This certificate equips candidates with an in-depth understanding of the numerous issues and pressures facing students and their families today. The program also prepares students for California state licensure as a Licensed Professional Clinical Counselor (LPCC) to counsel students, individually and in groups, who are in the process of personal, educational, and career development.

The Respecialization of Clinical Counseling Certificate is offered as a four-course elective sequence designed to assist candidates in meeting the educational requirements for licensure as an LPCC.

Semester 1

| | | |
|----------|---|---|
| EDCO 571 | Introduction to Clinical Practice: Basic Skills | 3 |
| EDCO 572 | Psychobiology and Psychopharmacology | 3 |

Semester 2

| | | |
|----------|--|---|
| EDCO 573 | Addictions, Assessment, and Interventions | 3 |
| EDCO 574 | Introduction to Clinical Practice: Advanced Skills | 3 |

Admission requirements for the Respecialization of Clinical Counseling Certificate's four-course sequence require students to have a master's degree in counseling, clinical psychology, or a related field. The courses offered through this program are designed to assist students in meeting eligibility requirements for the LPCC designation in the state of California. Simply taking these four courses will not ensure licensure. Each student is responsible to adhere to specific education and experience requirements, as well as take the required examinations in order to obtain licensure. It is recommended that students visit the California Association for Licensed Professional Clinical Counselors (CALPCC) (<http://calpcc.org>) for the most current and accurate information about LPCC licensure requirements. Please contact a faculty advisor in the Department of School Counseling and School Psychology (<http://www.apu.edu/education/counselingpsych>) for further information.

Note: The Respecialization of Clinical Counseling Certificate is offered only to candidates who began their educational counseling degree program prior to August 1, 2012, and who will complete their program on or before December 31, 2018. Revisions to state regulations that took effect January 1, 2017, require that an eligible master's degree must have included the following core content areas: core content area #5, assessment, appraisal, and testing of individuals; and core content area #7, principles of the diagnostic process. Please visit the Board of Behavioral Sciences for more information at bbs.ca.gov (<http://bbs.ca.gov>).

Applied Behavioral Analysis Specialization

BCBA Certificate—20 units

Department of School Counseling and School Psychology: (626) 815-5424

NOTE: A Board Certified Behavior Analyst® (BCBA) coordinator must approve admission to this emphasis. Admission to the BCBA program course sequence requires a separate application with the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter>) and interview with the BCBA committee.

The following eight-course sequence in applied behavior analysis, in its entirety, meets the 270 classroom hours of graduate-level instruction in the specified content areas established by the Behavior Analyst Certification Board® (BACB). Graduate students in the program must successfully complete all of the courses listed below to qualify to sit for the BCBA examination. Individual courses taken with a non-BCBA instructor or outside of APU's BCBA eight-course sequence may not meet BCBA requirements. Please contact the BACB (<http://bacb.com>) for additional information.

| | | |
|-------------|--|----|
| ABA 503 | Introduction to Behavior Analysis in Applied Settings | 3 |
| ABA 504 | Single-Case Designs: Measurement and Experimental Evaluation of Behavior | 3 |
| ABA 514 | Functional Behavior Assessment in Applied Settings | 3 |
| ABA 515 | Behavior Change Procedures in Applied Settings - Part 1 | 3 |
| ABA 524 | Advanced Topical Study: Applications and Ethics in Applied Behavior Analysis | 3 |
| ABA 534 | Behavior Change Procedures in Applied Settings - Part 2 | 3 |
| ABA 500 | ABA Fieldwork 1 | 1 |
| ABA 510 | ABA Fieldwork 2 | 1 |
| Total Units | | 20 |

Special Note: A behavior analyst is certified by the BACB after passing the BCBA certification exam. To sit for the exam, a candidate must apply directly to the BACB and provide evidence of the following: a master's degree in behavior analysis, education, or psychology from a qualifying institution; a passing grade in each course (i.e., C or better in each graded course), comprising a total of at least 270 classroom hours of graduate-level instruction from an approved university in the specified content areas established by the BACB; and completion of 1,500 hours of supervised independent fieldwork in behavior analysis supervised by a qualified BCBA. Azusa Pacific University does not provide this supervision. For more specific information regarding the certification process, please visit the BACB website at [bacb.com](http://www.bacb.com) (<http://www.bacb.com>).

Division of Teacher Education

The Division of Teacher Education prepares candidates to become public school teachers who demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all K-12 students grow and learn. In keeping with a commitment to enhance teacher candidates' understanding of the continuum of K-12 education, all programs emphasize a growing knowledge across the breadth of the program from theory to practice. Master's degree programs with credentials embedded and credential-only programs provide the training and experience needed to qualify for California's Multiple Subject and Single Subject Teaching Credentials, as well as Mild/Moderate and Moderate/Severe Education Specialist Credentials.

The Division of Teacher Education (<http://www.apu.edu/education/teacher>) offers two master's degrees with Multiple Subject or Single Subject Preliminary Teaching Credential embedded. They are the Master of Arts in Education: Learning and Technology (<http://catalog.apu.edu/graduateprofessional/education/teacher-education/#graduateprogramstext>) and Master of Arts in Education: Teaching (<http://catalog.apu.edu/graduateprofessional/education/teacher-education/#graduateprogramstext>). The division also offers two master's degrees with Mild/Moderate or Moderate/Severe Disability Specialist Credential embedded. They are Masters of Arts in Education: Learning and Technology (<http://catalog.apu.edu/graduateprofessional/education/teacher-education/#graduateprogramstext>) and Master of Arts in Education: Special Education (<http://catalog.apu.edu/graduateprofessional/education/teacher-education/#graduateprogramstext>). Additionally, the School of Behavioral and Applied Sciences offers the Master of Arts in Physical Education and Single Subject Teaching Credential (p. 213).

For more detailed information about the Division of Teacher Education, visit apu.edu/education/teacher/.

- Mission Statement (p. 327)
- Admission (p. 327)
- About Credential Candidates (p. 328)
- Intern Eligibility Requirements (p. 328)
- Credential Requirements (p.)

Mission Statement

The Division of Teacher Education produces teachers who are ethical, responsive, and informed practitioners who are faithful stewards of their time, talents, and resources. They model servanthood as a means to clarify and practice their faith and knowledge.

Admission

University graduate admission and program acceptance requirements must be met before an application is complete (see Admission to the University (p. 13)).

View program-specific application requirements at apu.edu/gpc/admissions/requirements/program/.

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

About Credential Candidates

APU credential candidates are highly desired because of the School of Education's strong reputation for preparing highly qualified teachers who have been held to high professional standards. The Division of Teacher Education assesses candidates from admission through credential recommendation in credential standards and dispositions, including the following:

- All credential candidates are expected to maintain a high level of professional and ethical behavior throughout the program. Failure to do so may result in expulsion from the program.
- All credential standards and requirements for Multiple Subject and Single Subject Teaching Credentials, as well as the Mild/Moderate and Moderate/Severe Education Specialist Credentials, are subject to California Commission on Teacher Credentialing (CTC), National Council for Accreditation of Teacher Education (NCATE, transitioning to the Council for the Accreditation of Educator Preparation or CAEP), and federal policy changes, as well as graduate education policies. These standards, requirements, and policies supersede catalog descriptions of prior programs and requirements.
- The division reserves the right to: change the admission process and requirements as needed; withhold credential recommendation due to a candidate's failure to meet and/or maintain APU professional and ethical behavior standards and dispositions; and/or expel a candidate at any time in the program due to a 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.

Intern Eligibility Requirements

The Multiple Subject and Single Subject Credential programs, and the Mild/Moderate and Moderate/Severe Disabilities Specialist programs, offer an Intern Credential option specifically designed for the candidate who is teaching full time in an appropriate setting in a public K-12 school. Candidates planning to complete their clinical experience via an Intern Credential should communicate with a Credential Analyst in the Office of Credentials (<http://www.apu.edu/education/resources/credentials>) prior to beginning the eligibility process. To become eligible for an Intern Credential, a candidate must meet the following requirements:

1. Gain admittance to a School of Education preliminary teacher credential program and be a candidate in good standing.
2. Successfully complete (grade of *B-* or higher in each course) at least six units of coursework in the School of Education preliminary teacher credential program. Candidates who already hold a California Multiple Subject, Single Subject, or Education Specialist Teaching Credential may check with the Office of Credentials for possible exemption from this requirement.
3. Verify successful completion of the California Basic Skills Requirement (<http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>) via one of the options approved by the California Commission on Teacher Credentialing (CTC).
4. Verify successful completion of U.S. Constitution requirement (course or exam).
5. Verify successful completion of subject-matter competence via one of the following options:
 - Multiple Subject and Single Subject Teaching Credential candidates: Pass CSET or provide evidence of having completed a CTC-approved subject-matter preparation program (subject-matter waiver).
 - Mild/Moderate and Moderate/Severe Disabilities Specialist Credential candidates: Individuals who hold a Professional Clear, Clear, or Life Teaching Credential that required a bachelor's degree and completion of a program that included student teaching are exempt from this requirement. Others must pass the CSET for multiple subject, art, English, world languages, mathematics including foundational-level mathematics, music, social science, or science including foundational-level general science; or provide evidence of having completed a CTC-approved subject-matter preparation program (subject-matter waiver) for multiple subject, art, English, world languages, mathematics, music, social science, or science.
6. Verify successful completion of the School of Education's approved intern pre-service. This can be satisfied through specific School of Education coursework, completion of Alternative Certification Training (ACT) through the Kern County Superintendent of Schools, or a combination of both.
7. Verify successful completion of 30 hours of early fieldwork experience via one of the following options:
 - APU fieldwork that is embedded in courses.
 - Current California Multiple Subject, Single Subject, or Education Specialist Teaching Credential.
 - Life Ryan Credentials, out of state credentials, and previous teaching experience will be evaluated on a case-by-case analysis.
8. Demonstrate competence in reading instruction via completion of the School of Education Methods of Teaching Reading and Writing course relevant to the candidate's preliminary credential program and proof of registration for the RICA exam OR a passing score on the RICA exam.

Candidates who already hold a California Multiple Subject or Education Specialist Teaching Credential may check with the Office of Credentials for possible exemption from this requirement.

9. Gain employment under a full-time public school contract at a school site located within 50 miles of Azusa or an APU regional campus offering School of Education preliminary teacher credential programs.

10. Verify employment as evidenced by a letter from school or district administration on district or school letterhead fully describing the teaching assignment.

11. Submit the credential application and Intern Credential Application Request through the Office of Credentials.

Completion of the above requirements does not guarantee recommendation for an Intern Credential. Recommendation for an Intern Credential is contingent upon the availability of university mentors. The School of Education must also have a valid Memorandum of Understanding (MOU) in place with the employing Local Education Agency (LEA) extending the offer of employment. Additionally, the intern coordinator and program director for the relevant preliminary teacher credential program will review the candidate's file to determine if the candidate demonstrates appropriate academic progress and dispositions for recommendation for an Intern Credential.

Once a candidate has been recommended for an Intern Credential, he/she must comply with the following requirements to maintain eligibility for the Intern Credential:

- Be continuously employed in a teaching assignment that requires the Intern Credential
- Be an APU School of Education candidate in good standing
- Be making satisfactory progress toward program completion for the duration of the Intern Credential
- Follow his/her signed advising plan
- Enroll in an intern support course (SPED 500 or TEP 590) or clinical practice course each term he/she holds an Intern Credential

Please note: Once a candidate has progressed to the start of the second eight weeks of clinical practice, the candidate has passed the point where he/she can be recommended for an Intern Credential. Upon completion of 16 weeks of clinical practice, a candidate with an Intern Credential has one additional eight-week term to complete the preliminary credential requirements and application and move to the preliminary credential. This includes passing the RICA for those candidates working toward a preliminary credential requiring RICA. Failure to either maintain eligibility for the Intern Credential or to complete the preliminary credential requirements and application within one additional eight-week term following completion of clinical practice will result in withdrawal of the Intern Credential which could impact the candidate's employment.

Credential Requirements

All candidates must meet the following requirements to be considered for a Multiple Subject or Single Subject Preliminary Teaching Credential or a Mild/Moderate or Moderate/Severe Disabilities Specialist Preliminary Credential:

1. Successful completion of all coursework.

NOTE: All candidates must earn a *B-* or better in all coursework. Candidates who earn below a *B-* must retake the course and meet with their Academic Advisor for a revised course sequence plan before progressing in the program. All admitted candidates must maintain a cumulative GPA of 3.0. Candidates who do not meet the above requirements will be reviewed for dismissal from the program.

2. Completion of each of the following program requirements:

- U.S. Constitution requirement (course or exam)
- Verification of subject-matter competency (CSET exam or completion of a state-approved subject-matter program)
Please note: Once students pass a subtest of the CSET, they do not have to take that subtest again as long as they use the score to earn certification within ten years of the test date on which it was achieved.
- Verification of tuberculosis clearance
- 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 their credential analyst. Failure to do so may result in expulsion from the program.

3. Successful completion of fieldwork and clinical practice. Clinical practice is met traditionally through student teaching with a master teacher; however, candidates who hold a contracted teaching position may request approval to complete clinical practice in their own classrooms.

4. Prior to applying for a preliminary credential, candidates must:

- Verify successful completion of CPR for infants, children, and adults.

- Verify successful completion of all assessments and forms required in the Division of Teacher Education's assessment system (Taskstream).
- Multiple Subject and Single Subject Credential candidates must pass the Teaching Performance Assessment (TPA) as required by CTC.
- Multiple Subject and Special Education Credential candidates must show proof of passage of the Reading Instruction Competence Assessment (RICA).
- Special Education Credential candidates must complete a transition plan approved by the program director.

Contact a credential analyst (<http://www.apu.edu/education/resources/credentials>) for information on applying for a preliminary credential after the above requirements have been completed. Your credential analyst will provide information needed to complete your credential application. Preliminary credentials are valid for five years and are nonrenewable. A Clear Credential is obtained through a CTC-approved Induction Program with either a California public school district or California university.

Programs Offered

Department of Advanced Studies

- Master of Arts in Educational Technology (p. 351)
- Emphasis coursework for the:
 - Master of Arts in Education: Learning and Technology
 - Master of Arts in Education: Special Education
 - Master of Arts in Education: Teaching

Department of Elementary and Secondary Education

Elementary and Secondary Education: Master's Degree Programs in Learning and Technology with Preliminary Teaching Credential

- Master of Arts in Education: Learning and Technology and Multiple Subject Teaching Credential (p. 378)
- Master of Arts in Education: Learning and Technology and Single Subject Teaching Credential (p. 379)

Elementary and Secondary Education: Master's Degree Programs in Teaching with Preliminary Teaching Credential

- Master of Arts in Education: Teaching and Multiple Subject Teaching Credential (p. 380)
- Master of Arts in Education: Teaching and Single Subject Teaching Credential (p. 381)

Elementary and Secondary Education: Credential-only Programs

- Multiple Subject Teaching Credential (p. 382)
- Single Subject Teaching Credential (p. 383)

Department of Special Education

Special Education: Master's Degree Programs in Learning and Technology with Education Specialist Preliminary Credential

- Master of Arts in Education: Learning and Technology and Mild/Moderate Disabilities Education Specialist Credential (p. 394)
- Master of Arts in Education: Learning and Technology and Moderate/Severe Disabilities Education Specialist Credential (p. 395)

Special Education: Master's Degree Programs in Special Education with Education Specialist Preliminary Credential

- (<http://catalog.apu.edu/graduate/education/teacher-education/special-education/master-arts-education-special-education>) Master of Arts in Education: Special Education and Mild/Moderate Disabilities Education Specialist Credential (p. 396)
- Master of Arts in Education: Special Education and Moderate/Severe Disabilities Education Specialist Credential (p. 397)

Special Education: Credential-only Programs

- Mild/Moderate Disabilities Education Specialist Credential (p. 398)
- Moderate/Severe Disabilities Education Specialist Credential (p. 398)

Special Education: Added Authorization

- Credential Added Authorization: Autism Spectrum Disorders (p. 393)

EDTC 511, Foundations in Educational Technology, 3 Units

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 Units

This class looks at the historical development of educational technology and the social issues influencing its growth and implementation. Attention is also given to a synthesis of research related to the field, professional organizations serving the discipline and emerging innovative uses of educational technology.

EDTC 517, Digital Communications, 3 Units

This course engages students in collaborative, investigative, and reflective learning opportunities through the exploration of relevant digital communication tools. Attention is given to current modes of communication that utilize a digital platform and effective strategies for implementation within teaching/learning environments.

EDTC 518, Global Learning/Cross-cultural Classroom, 3 Units

This course focuses on the use of technology to develop global, cultural, geographical, environmental, and sociopolitical understanding. Students engage their own classrooms in global learning projects as a vehicle to promote cross-cultural literacy, a necessary skill for the global workforce and the 21st century.

EDTC 520, Managing Tech-Supported Curricular Tools, 3 Units

This course explores managing various technology-supported curricular tools applicable to leadership and instruction in the educational environment. Topics include leadership roles in technology, technology planning, computer applications, and designing a technology implementation plan.

EDTC 521, Digital Imagery for Learning Environments, 3 Units

This course covers a variety of digital imaging and audio applications and their operating tools utilized for teaching/learning environments. Students develop the skills necessary to create, design, and manipulate images along with editing video and audio for digital and/or interactive media.

EDTC 523, Educational Applications of Information Design and Hypermedia, 3 Units

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 Units

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 Units

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 Units

The current technologies, trends, and a variety of special topics in educational technology are explored. The course covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into relevant teaching/learning environments. Different topics may be taken and repeated for credit.

EDUC 504, Teaching and Cultural Diversity, 3 Units

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 507, Family, Community, and School Connections, 3 Units

This course focuses on community dynamics, community building, and parent involvement as essential components in education. Students engage in utilizing asset-based community building strategies in educational practice as they map their school communities, conduct capacity inventories, and develop action plans for parent/community involvement. Students also discuss and define their role in building strong partnerships with all families, especially those in low-income communities of color. Successful school reform models of parent involvement are examined along with their connection to higher student achievement.

EDUC 508, Assessment and Evaluation in Multicultural Classrooms, 3 Units

This course reviews the uses, demands, and limitations of formal, standardized testing practices and embraces assessment of 21st Century Skills. Students explore informal observational assessment, student self-assessment, parental involvement, portfolios, criterion- and performance-based assessment, and assessing critical thinking, creativity, citizenship, collaboration, and problem-solving. The course also provides an introduction to Smarter Balanced Assessment protocols. Finally, students explore ways to assess and improve their own instructional programs and teaching.

EDUC 509, Special Topics in Education, 3 Units

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 Learning and Technology, 1 Unit

This course focuses on introducing and developing proficiency with the essential skills necessary for the Master of Arts in Education: Learning & Technology emphasis. Students utilize a variety of applications and skills necessary for competency in the program. This course must be taken in the first term of the program.

EDUC 512, Instructional Applications of Productivity Software, 3 Units

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 Units

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 Units

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 Units

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 517, Digital Imaging in the Classroom, 3 Units

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 Units

This course focuses on the use of technology to make connections with global learning communities in order to strengthen cultural, environmental, and sociopolitical understanding. Students engage their own classrooms in global learning projects as a vehicle to promote cross-cultural literacy, a necessary skill for the global workforce and 21st century.

EDUC 519, Document Design for the Classroom, 3 Units

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 Units

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 Units

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 Units

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 Units

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 Units

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 Learning and Technology, 2 Units

The primary focus of this capstone experience is a research-designed multimedia eportfolio that showcases skills and concepts the student has acquired in the Master of Arts in Education: Learning & Technology program. This capstone course incorporates each student's research, use of applied technologies in learning and technology, a growth assessment, a comprehensive eportfolio and 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 Units

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 541, Emerging Literacy, K-12, 3 Units

This course focuses on the emerging literacy needs of K-12 students who are at beginning or minimal levels of processing reading and writing effectively for meaning, including English language learners with distinct literacy development needs. Students examine sound socio-psycholinguistic insights into the nature and development of reading and writing processes and explore the critical conditions that help learners become more strategic, self-aware readers and writers. Included in the course are investigations into structuring balanced literacy experiences, guided reading and writing, literacy-enriched environments, quality reading materials, meaningful records of growth, and other practices which increase students' pleasure, value, and success in their literate lives.

EDUC 571, Curriculum Foundations, 3 Units

This master's degree core course is designed to prepare candidates with both a practical and theoretical understanding of curriculum in schooling. The course offers a study of the various approaches of curriculum construction and organization in the schools by examining the principles of curriculum improvement, change, and evaluation. The focus is on the theories, research, and best practices related to planning and developing curriculum and its implementation in schools and classrooms in order to address the needs of students in diverse communities.

EDUC 572, Advanced Educational Psychology, 3 Units

Professional educators apply the latest research findings of contemporary psychologists and educational pedagogies to the challenges of classroom motivation, classroom management, individual differences, learning styles, and evaluation modes. P-12 human development and brain-based learning are incorporated in this course. An emphasis of this course is applying theories into practice.

EDUC 573, Philosophy/Ethics and History of Education, 3 Units

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 Units

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 589A, Research for Educators: Beginning Process, 2 Units

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 in Teacher Credential program

EDUC 589B, Research for Educators: Finish Reporting, 1 Unit

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

SPED 500, Special Topics, 1-3 Units

This course allows students to complete unit requirements for their credential or degree in special education.

SPED 501, Instructional Strategies for Students with Moderate/Severe Disabilities, 3 Units

This course examines the instructional strategies, instructional methodology, and materials for teaching individuals with moderate/severe disabilities. It focuses on research-based instructional strategies that permit access to the CORE curriculum and grade-level standards, functional academics, life skills, and adaptations and modifications to Core curriculum and California State Standards.

SPED 502, Diagnosis and Prescriptive Intervention for Students with Moderate/Severe Disabilities, 3 Units

This course provides candidates with the knowledge and skills about assessment procedures and remediation strategies to support students with moderate/severe disabilities. The student develops skills by gathering information from a variety of formal and informal sources. Each candidate demonstrates knowledge of principles and strategies of assessment, curriculum, and instruction, and utilizes assessment data to develop IEP goals, objectives, adaptations, and instructional plans.

SPED 503, Behavioral Support to Students with Moderate/Severe Disabilities, 3 Units

This course provides the candidate with the skills and legal framework essential to the development of positive behavior supports and self-management outcomes for students with moderate/severe disabilities. Candidates examine the biological, neurological, and psychological foundations of behavior disorders, appropriate communication, and management strategies that are aligned with instructional practices. The foundations of functional analysis of behavior leading to positive behavior intervention plans are examined. Models of collaborative practices that lead to critical partnerships with students, families, educators and agencies are investigated through skill development and self-analysis.

SPED 508, Current Trends in Transition Planning for Students with Disabilities, 3 Units

This course explores transition processes for students with mild/moderate/severe disabilities across their lifespan. Additionally, this course explores and analyzes the transition processes and procedures integral to a comprehensive secondary transition education program design, including a focus on an outcomes orientation approach in working with all stakeholders in the preparation for post-secondary life in the areas of post-secondary education, employment, and life management, and evidence-based practices in instructional methods for community-based instruction (CBI), career development, work-based learning and integration of technology. The course includes a review of the use of informal and formal assessments that commonly guide the educational professional through the transition process for a student with disabilities (mild/moderate or moderate/severe). Additionally, the course examines promising practices in how to partner with all stakeholders (family, school, community and agency partners) to provide the needed supports and services as the student with disability transitions out of the post-secondary environment.

SPED 509, Technology in Special Education, 3 Units

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 Units

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 512, Autism Spectrum Disorders: From Theory to Practice, 3 Units

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 Units

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 521, Collaboration, Inclusion, Community Integration for Students with Moderate/Severe Disabilities, 3 Units

This course provides the candidate with a systems perspective for understanding and supporting individuals with moderate/severe disabilities and their families as they interact with schools and community agencies. The candidate begins to develop an appreciation of the family issues related to living with an individual with a moderate/severe disability. Candidates learn effective collaborative strategies to assist with team building, program development, and joint problem solving, as well as strategies to assist students with moderate/severe disabilities and their families plan for transition from school to work. This course also provides the candidate with theories regarding second-language learners, cultural diversity and social skills in terms of understanding ethnic differences and the dynamics of interacting with the student's family.

SPED 522, Collaboration and Communication Skills of Students with Autism Spectrum Disorder, 3 Units

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 525, Methods of Teaching Reading and Writing, 3 Units

This course prepares teacher candidates to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking, aligned to the state-adopted English Language Arts Content Standards, the Reading/Language Arts Framework (2007), and the Common Core State Standards for English-Language Arts (2012). Through application of research-based instructional practices introduced in the course, candidates learn to address the needs of special education students and the full range of diverse learners, as referenced in the framework and the RICA Content Specifications.

SPED 526, Specialized Academic Instruction: Reading, Writing, and Math, 3 Units

This course introduces candidates to multifaceted and multitiered methodologies and strategies necessary for teaching and engaging diverse students with disabilities in mathematics and language arts. Candidates become proficient in making explicit connections between ongoing assessment, student characteristics and strengths, instruction, and curriculum. They learn to analyze data to plan effective and differentiated instruction and interventions, and also how to collaboratively design effective IEP goals while considering the role of technology in those goals.

SPED 528, Assessment and IEP Development, 3 Units

This course examines current assessment mandates for students with mild to moderate to severe disabilities. Teacher candidates study test development and learn to evaluate assessment tools based on current research-based policies and mandates. Candidates also learn to administer and interpret norm-criterion reference assessment instruments and informal surveys or assessment instruments, and come to understand the influence of cultural and linguistic factors in the development of Individual Education Program (IEP) goals and Individual Transition Plans (ITPs).

SPED 529, Positive Behavior Supports for Students with Exceptional Needs, 3 Units

This course provides teacher candidates with the skills and legal framework essential to the development of positive behavior supports and self-management outcomes for students with disabilities. Candidates examine foundations of behavior disorders, appropriate communication, and behavioral support strategies that align with best practices. The foundations of functional analysis of behavior that leads to the development of positive behavior intervention plans are examined. Models of collaborative practices that lead to positive relationships and critical partnerships with students, families, educators, and agencies are investigated through skill development and self-analysis.

SPED 530, Introduction to Individual Differences and Strengths-based Education, 3 Units

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 532, Bilingual Special Education, 3 Units

This course examines issues related to provisions of services to culturally and linguistically diverse students. This is a requirement for intern credential students who are meeting the preservice hours requirement/enhancement program. Emphasis is on techniques and strategies to modify general and special education classrooms to accommodate second-language learners with disabilities, including curriculum development, instructional methodology, and materials for teaching second-language learners with disabilities. Culturally sensitive assessment of second-language learners with disabilities and family-focused interventions is examined.

SPED 533, Assessment and IEP Development for Students with Mild/Moderate/Severe Disabilities, 3 Units

This course examines various assessment tools and strategies that are appropriate to the diverse needs of individual students with mild/moderate/severe disabilities. Candidates learn how to assess the developmental, behavioral, social, communication, career and community life skills needs for students with mild/moderate/severe disabilities. Candidates learn to interpret assessment results to make instructional decisions and develop standards-based Individualized Education Programs.

SPED 535, Counseling, Collaboration, and Consultation, 3 Units

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, Instructional Strategies in English Language Arts (Mild to Moderate), 3 Units

This course integrates RtI (Response to Intervention) with the area of special education as it relates to reading and written language. This course assists the teacher candidate in linking assessment data with mild to moderate disabilities including English language learners. The teacher candidate learns to develop effective IEP goals and integrate assistive technology. The course also addresses issues of classroom organization to ensure the classroom setting promotes equality for all students.

Prerequisite: Admission to special education credential program

SPED 538, Special Education Issues: Mild/Moderate Disabilities, 3 Units

This course provides original analysis of important conceptual and practical issues faced by professionals involved in educating students with mild to moderate disabilities. It addresses issues surrounding home-school-community partnerships. This course is designed to heighten concern for educational outcomes for all students, and to examine the challenges that alternative practices such as school choice, transitional services, and inclusion create for the professional and student in the field of special education. (Educational Specialist Clear Credential Candidates only)

SPED 540, Instructional Strategies in Mathematics (Mild to Moderate), 3 Units

This course integrates RtI (Response to Intervention) with the area of special education as it relates to math disorders. This course assists the teacher candidate in linking assessment data with research-based effective intervention strategies for individuals with mild/moderate disabilities including English language learners. The teacher candidate learns to develop effective IEP goals and integrate assistive technology. The course also addresses issues of classroom organization to ensure the classroom setting promotes equality for all students.

Prerequisite: Admission to special education credential program

SPED 541, Positive Behavior Supports to Students with Mild/Moderate/Severe Disabilities, 3 Units

This course examines the legal framework essential to the assessment and development of positive behavior supports and self-management outcomes for students with mild/moderate/severe disabilities. Candidates will learn the functions of behavior and design appropriate behavior support strategies based on functional behavior assessments. Models of collaborative practices that lead to critical partnerships with students, families, educators and agencies are investigated through skill development and self-analysis.

SPED 542, Meeting the Academic Needs of Students with Autism Spectrum Disorder, 3 Units

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 Units

This course provides the student with a systems perspective for understanding and supporting individuals with disabilities and their families as they interact with schools and community agencies. The student will begin to develop and appreciation of the affective family issues related to living with an individual with a disability. Students will learn effective consultative, communicative, and collaborative strategies to assist with team building, program development, and joint problem solving in school and agency settings. Skills are developed for successful communication and teamwork with administrators, teachers, paraprofessionals, and parents in the provision of services to individuals with exceptional needs.

SPED 547, Implementation of Special Education Legislation, 3 Units

An overview of special education legal mandates is provided to students as articulated in the Individuals Disabilities Educational Act (IDEA) 2004. Students also study techniques of conducting pupil identification, Individualized Education Program (IEP) meetings, coordinating individualized education programs, monitoring timelines, and observing parents' rights and due process procedures. (Education Specialist Clear Credential Candidates and Adaptive Physical Education Candidates only)

SPED 548, Staff Development and Parent Education Techniques, 3 Units

Students will learn effective consultative, communicative and collaborative strategies to assist with team building, program development and joint problem solving in school and agency settings. 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 551, Clinical Practice I: Mild to Moderate Disabilities, 2 Units

Students with mild/moderate disabilities require specialized support to address unique learning needs resulting from a range of specific learning disabilities, mild intellectual disabilities, autism, other health impairments, or other identified disabilities in which placement in a classroom for students with mild/moderate disabilities is deemed appropriate. During their clinical practice experience, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with mild/moderate disabilities, conducting formal and informal assessments in order to determine students' current levels of performance, planning for their grade and instructional level, and capturing data to support progress on annual goals and short-term objectives that are aligned with California Content Standards. Candidates also monitor students' progress toward instructional goals and state-adopted standards, and, if necessary, identify behaviors impeding learning, and remediate by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students.

SPED 552, Clinical Practice II: Mild to Moderate Disabilities, 2 Units

Students with mild/moderate disabilities require specialized support to address unique learning needs resulting from a range of specific learning disabilities, mild intellectual disabilities, autism, other health impairments, or other identified disabilities in which placement in a classroom for students with mild/moderate disabilities is deemed appropriate. During their clinical practice experience, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with mild/moderate disabilities, conducting formal and informal assessments in order to determine students' current levels of performance, planning for their grade and instructional level, and capturing data to support progress on annual goals and short-term objectives that are aligned with California Content Standards. Candidates also monitor students' progress toward instructional goals and state-adopted standards, and, if necessary, identify behaviors impeding learning, and remediate by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students.

Prerequisite: SPED 551

SPED 554, Advanced Study: Teaching Special Populations, 3 Units

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 555A, Field Experience and Seminar (Intern), 1 Unit

This course offers the intern teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s). Intern Teacher candidates will be assigned a University Mentor that will provide supervision during Field Experience. The primary task of the University Mentor is to assist the teacher candidate in understanding and assuming the role of the classroom teacher. Candidates also attend two seminars during each nine-week session. The seminar explores pedagogical, legal, and professional topics that are important for special education teacher candidates.

Prerequisite: Admission to special education moderate to severe preliminary credential program.

SPED 555B, Field Experience and Seminar (Intern), 1 Unit

This course offers the intern teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s). Intern Teacher candidates will be assigned a University Mentor that will provide supervision during Field Experience. The primary task of the University Mentor is to assist the teacher candidate in understanding and assuming the role of the classroom teacher. Candidates also attend two seminars during each nine-week session. The seminar explores pedagogical, legal, and professional topics that are important for special education teacher candidates.

Prerequisite: Admission to special education moderate to severe preliminary credential program.

SPED 556A, Field Experience and Seminar (Non-Intern), 1 Unit

This course offers the teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s). Candidates also attend two seminars during each nine-week session. The seminar explores pedagogical, legal, and professional topics that are important for special education teacher candidates.

Prerequisite: Admission to special education moderate to severe preliminary credential program.

SPED 556B, Field Experience and Seminar (Non-Intern), 1 Unit

This course offers the teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s). Candidates also attend two seminars during each nine-week session. The seminar explores pedagogical, legal, and professional topics that are important for special education teacher candidates.

Prerequisite: Admission to special education moderate to severe preliminary credential program.

SPED 558, Advanced Theory and Research-based Practices for Supporting Students with Disabilities, 3 Units

This course builds on the knowledge, skills, and strategies candidates acquired during coursework for a preliminary teaching credential (mild/moderate or moderate/severe). Each candidate becomes familiar with the current theoretical models for serving students with disabilities in different settings. The course examines evidence-based instructional and behavioral practices for supporting students with disabilities in the classroom. Candidates demonstrate the ability to create a socially positive, instructionally rich, and behaviorally supportive environment for students with disabilities in a general education setting. Each candidate demonstrates the ability to establish cooperative and collaborative relationships with the families and community/school professionals significant to the education of students with disabilities.

Prerequisite: Admission to special education credential program

SPED 565A, Field Experience and Seminar (Intern), 1 Unit

This course offers the intern teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s). Intern Teacher candidates will be assigned a University Mentor that will provide supervision during Field Experience. The primary task of the University Mentor is to assist the teacher candidate in understanding and assuming the role of the classroom teacher. Candidates also attend two seminars during each nine-week session. The seminar explores pedagogical, legal, and professional topics that are important for special education teacher candidates.

SPED 565B, Field Experience and Seminar (Intern), 1 Unit

This course offers the intern teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s). Intern Teacher candidates will be assigned a University Mentor that will provide supervision during Field Experience. The primary task of the University Mentor is to assist the teacher candidate in understanding and assuming the role of the classroom teacher. Candidates also attend two seminars during each nine-week session. The seminar explores pedagogical, legal, and professional topics that are important for special education teacher candidates.

SPED 566A, Field Experience and Seminar (Non-Intern), 1 Unit

This course offers the teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s).

SPED 566B, Field Experience and Seminar (Non-Intern), 1 Unit

This course offers the teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s).

SPED 571, Clinical Practice I: Moderate to Severe Disabilities, 2 Units

Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, autism spectrum disorder, 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 (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine the students' current levels of performance, planning instructional-level annual goals and short-term objectives that are aligned with California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, and identifying behaviors impeding learning and remediating by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students.

SPED 572, Clinical Practice II: Moderate to Severe Disabilities, 2 Units

Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, autism spectrum disorder, 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 (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine the students' current levels of performance, planning instructional-level annual goals and short-term objectives that are aligned with California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, and identifying behaviors impeding learning and remediating by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students.

Prerequisite: SPED 571

SPED 575A, Clinical Practice I (Contract Teaching, K-12), 1 Unit

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 Unit

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 Unit

Students complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CTC requirements and other applicable state requirements are recommended for Preliminary Mild/Moderate Disabilities Specialist Credential. Applications for enrollment in Clinical Practice must be made by April 1 for the fall semester, or by October 1 for the spring semester.

Prerequisites: Admission to Mild/Moderate Disabilities Credential program; student must submit application and be cleared prior to student teaching.

SPED 576B, Clinical Practice II (Student Teaching, K-12), 1 Unit

Students complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CTC requirements and other applicable state requirements are recommended for Preliminary Mild/Moderate Disabilities Specialist Credential. Applications for enrollment in Clinical Practice must be made by April 1 for the fall semester, or by October 1 for the spring semester.

Prerequisites: Admission to Mild/Moderate Disabilities Credential program; student must submit application and be cleared prior to student teaching.

SPED 581, Historical and Philosophical Perspectives of Disability Studies, 3 Units

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 Units

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 Units

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 Units

Candidates continue to examine educational research within the special education framework. Through quantitative, qualitative, and mixed methods, candidates incorporate all of the pieces developed in the previous research core courses and develop a research plan, making data-driven decisions for the development and implementation of the research plan. The research process is reviewed with the emphasis on design, application, and consumption, as well as standards for writing research papers.

Prerequisite: Admission to SPED Credential program

SPED 584B, Guided Research Project: Findings, 3 Units

Candidates continue to examine educational research within the special education framework. Through quantitative, qualitative, and mixed methods, candidates incorporate all of the pieces developed in the previous research core courses and develop a research plan, making data-driven decisions for the development and implementation of the research plan. The research process is reviewed with the emphasis on design, application, and consumption, as well as standards for writing research papers.

SPED 585A, Clinical Practice/Seminar for Moderate/Severe Disabilities I (Contract Teaching), 2 Units

Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. During clinical practice, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs (IEP). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine the students' current levels of performance, planning instructional level annual goals and short-term objectives that are aligned with the California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, identifying behaviors impeding learning, and remediate by implementing positive behavior supports.

SPED 585B, Clinical Practice/Seminar for Moderate/Severe Disabilities II (Contract Teaching), 1 Unit

Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. During clinical practice, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs (IEP). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine the students' current levels of performance, planning instructional level annual goals and short-term objectives that are aligned with the California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, identifying behaviors impeding learning, and remediate by implementing positive behavior supports.

SPED 586A, Clinical Practice/Seminar for Moderate/Severe Disabilities I (Student Teaching), 2 Units

Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. During clinical practice, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs (IEP). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine the students' current levels of performance, planning instructional level annual goals and short-term objectives that are aligned with the California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, identifying behaviors impeding learning, and remediate by implementing positive behavior supports.

SPED 586B, Clinical Practice/Seminar for Moderate/Severe Disabilities II (Student Teaching), 1 Unit

Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. During clinical practice, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs (IEP). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine the students' current levels of performance, planning instructional level annual goals and short-term objectives that are aligned with the California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, identifying behaviors impeding learning, and remediate by implementing positive behavior supports.

TEG 500, Introduction to Curriculum and Instruction in Gifted and Talented Education (GATE), 3 Units

Teaching gifted and talented students, in either the inclusive classroom or the gifted and talented cluster class, represents significant challenge due to the varied types of gifts with which students arrive. This course provides an introduction to gifted and talented education (GATE) instructional practices, including GATE differentiation techniques (e.g., acceleration, novelty, depth, and complexity), the icons of depth and complexity, multiple intelligence learning centers, enrichment models, curriculum compacting, and other useful introductory GATE practices for classroom use. It is also appropriate for graduate students in other programs, including teachers, counselors, and administrators who are interested in understanding basic instructional strategies and related educational needs of gifted and talented children and youth.

TEG 501, Identification and Characteristics of Gifted and Talented Students, 3 Units

This course provides an introduction to gifted and talented education (GATE) with a focus on identification issues (including disparities in identification of specific ethnic and low socio-economic subgroups) and characteristics of gifted and talented learners, history of gifted and talented education, as well as an introductory study of the various IQ tests and other identification instruments in use. The course studies the current relevant educational codes in use, and focuses on the use of multiple measures in GATE identification. It is also appropriate for graduate students in other programs, including teachers, counselors, and administrators who are interested in understanding basic instructional strategies and related educational needs of gifted and talented children and youth.

TEG 502, Practical Applications of Curriculum and Instruction in Teaching Gifted and Talented Students, 3 Units

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 planning, 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. It is supposed to be taken after the introductory courses in curriculum and instruction for Gifted Learners.

TEG 503, Teaching the Creatively Gifted and Talented Child, 3 Units

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. Upon completion of the course, participants will: develop an understanding of multiple theoretical, research-based and practical approaches to the study of creativity; understand the 4P's, process, person, product, and press; define personal, self-actualized and special-talent creativity; generate ideas and strategies for teaching others to develop and use their creative potential; develop and design a creative project with a class of students in a specific subject area relating to grade level curriculum; informally evaluate the Torrance Test of Creative Thinking; recognize and value creative potential in both themselves and their students.

TEG 504, Organization and Leadership in Gifted and Talented Programs, 3 Units

Gifted and talented education (GATE) program development and evaluation require an understanding of issues in identification, differentiation, nontraditional aspects of giftedness, law, funding and organization. This course serves as an introduction to GATE program development, implementation, and evaluation, and can be viewed as bridging all previous courses in the gifted and talented certification program.

Prerequisites: TEG 500, TEG 501, and TEG 502

TEG 505, Supporting the Emotional Needs of Gifted and Talented Learners, 3 Units

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.

TEP 500, Special Topics in Education, 1-3 Units

Note: Please consult teacher education faculty for a list of courses required for the Intern Credential Program.

TEP 517, Clinical Experiences in Teaching Reading and Writing (7-12), 3 Units

This course includes intensive instruction in reading and language arts methods grounded in methodically sound research. The student of secondary reading and language arts methods includes effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds, examines well-designed systematic instruction programs, and the implementation of California Common Core State Standards (CCSS).

Prerequisites: Admission to Single Subject Credential program;

corequisites: TESP 505 and TEP 567A

TEP 518, Methods of Teaching Reading and Writing (7-12), 3 Units

This course includes intensive instruction in reading and language arts methods grounded in methodically sound research. The study of secondary reading and language arts methods includes effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds, examines well-designed systematic instructional programs, and the implementation of California Common Core State Standards (CCSS).

Prerequisite: Admission to Single Subject Credential program;

corequisites: TESP 506 and TEP 568A

TEP 521, Methods of Teaching Reading and Writing (K-8), 3 Units

This course prepares teacher candidates to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking, aligned to the state-adopted English Language Arts Content Standards, the Reading/Language Arts Framework (2007), and the Common Core State Standards for English-Language Arts (2012). Through application of research-based instructional practices introduced in the course, candidates learn to address the needs of special education students and the full range of diverse learners, as referenced in the framework and the RICA Content Specifications.

TEP 522, Methods of Teaching Mathematics (K-8), 3 Units

This course engages candidates who are in clinical practice (student teaching or intern placements) in discussion of common challenges faced by teacher candidates in secondary classrooms, and also focuses on content-specific pedagogical strategies by subject matter. Issues addressed include, but are not limited to, teacher beliefs and their effect on student performance; classroom management; effective curriculum and lesson development; culturally appropriate pedagogical practices; the "plan, teach, assess, reflect, and apply" cycle; content-specific strategies for teaching and assessing; and preparation for the workforce. Individual concerns and issues raised during student teaching or during the internship are also addressed.

TEP 523, Methods of Teaching Science (K-8), 2 Units

This course introduces credential candidates to K-8 state-adopted Next Generation Science Standards and the 2015-16 Draft Science Framework, as well as science concepts and principles, scientific investigation, experimentation, and student assessment. Emphasis is placed on balanced instruction between disciplinary core ideas, crosscutting concepts, and scientific and engineering practices as described in the Next Generation Science Standards. This course also focuses on facilitating K-8 students' ability to independently read and comprehend instructional materials and graphic/media representations, integrate mathematical concepts and practices in scientific investigations, development of academic language, engagement in disciplinary discourse practices, and understanding the connections between science, society, technology, and the environment. In addition, this course covers the teaching of physical education and health education in grades K-8.

Corequisite: Clinical Practice

TEP 524, Clinical Experiences with Integrating the Humanities/Methods of Integrating the Humanities, 2 Units

This course, intended for students in clinical practice (student teaching or intern placements), introduces ways to connect moral and civic education with the social sciences and the arts through thematic teaching, in ways that comply with state frameworks and academic content standards, specifically focusing on the California Common Core State Standards. Methods discussed utilize a wide range of quality children's literature and performing and visual arts strategies. Emphasis is on a meaning-centered, diverse humanities curriculum designed to promote critical thinking skills and meet the needs of all students, including those with special needs and those from culturally and linguistically diverse backgrounds. This course is designed for direct application of practice.

Corequisite: Clinical Practice

TEP 525, Clinical Experiences in Teaching Mathematics (K-8), 3 Units

This course focuses on the teaching of mathematics in the K-8 classroom, including mathematical content, instructional design, evidence-based research, and best practices in instruction. This course also emphasizes effective teaching through problem solving, communication, collaboration, creativity, and critical thinking. There is a focus on teaching diverse learners using differentiated instructional strategies and the implementation of the California Common Core State Standards (CCSS). This course is specifically designed for direct application of practice by intern teachers.

Prerequisite: Admission to Multiple Subject Credential program;

corequisites: TESP 555 and TEP 565B

TEP 526, Methods of Teaching Mathematics (K-8), 3 Units

This course focuses on the teaching of mathematics in the K-8 classroom, including mathematical content, instructional design, evidence-based research, and best practices in instruction. This course also emphasizes effective teaching through problem solving, communication, collaboration, creativity, and critical thinking. There is a focus on teaching diverse learners using differentiated instructional strategies and the implementation of the California Common Core State Standards (CCSS).

Prerequisite: Admission to Multiple Subject Credential program;

corequisites: TESP 556 and TEP 566B

TEP 527, Clinical Experiences in Teaching Strategies (7-12), 3 Units

Designed for individuals planning to teach middle or high school, this course explores both the teacher's and the students' role in middle/secondary classrooms. This course focuses on the role of the teacher to create positive environments that foster inquiry and promote meaningful learning.

Numerous aspects of middle and high school teaching and learning include: assessing students' knowledge before instruction, designing curriculum, planning lessons, determining and adapting appropriate teaching methods with special attentions given to using differentiated instruction to meet the learning needs of diverse learners, promoting inquiry, fostering dialogue, meeting district and national standards, using technology to promote learning, and assessing students' learning, and the implementation of the California Common Core State Standards (CCSS). All assignments will be completed in the specific subject area for which the individual is seeking the Single Subject Credential. This course is specifically designed for direct application of practice by intern teachers.

Prerequisite: Admission to Single Subject Credential program;

corequisites: TESP 555 and TEP 567B

TEP 528, Teaching Strategies (7-12), 3 Units

Designed for individuals planning to teach middle or high school, this course explores both the teacher's and the students' role in middle/secondary classrooms. This course focuses on the role of the teacher to create positive environments that foster inquiry and promote meaningful learning.

Numerous aspects of middle and high school teaching and learning include: assessing students' knowledge before instruction, designing curriculum, planning lessons, determining and adapting appropriate teaching methods with special attention given to using differentiated instruction to meet the learning needs of diverse learners, promote learning, and assessing students' learning, and the implementation of the California Common Core State Standards (CCSS). All assignments will be completed in the specific subject area for which the individual is seeking the Single Subject Credential.

Prerequisite: Admission to Single Subject Credential program;

corequisites: TESP 556 and TEP 568B

TEP 531, Methods of Teaching Reading and Writing (7-12), 3 Units

This course includes intensive instruction in reading and language arts methods grounded in methodically sound research, to be incorporated in all subject areas. The study of secondary reading and language arts methods includes effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds. Teacher candidates examine well-designed systematic instructional programs, and the implementation of California Common Core State Standards (CCSS) for reading and writing in an integrated fashion with the standards for their subject area.

TEP 532, Secondary Pedagogy I: Teaching in Secondary Schools, 2 Units

This course is designed for individuals who are teaching in middle or high school subject areas, such as math, ELA, social studies, science, art, physical education, music, etc. Teacher candidates in this course explore the teacher's and the students' role in middle and high school classrooms. This course focuses on the history, development, and reform measures of middle and high schools to create positive environments that foster inquiry and promote a meaningful learning setting, including trends addressing cultural diversity. Aspects of middle and high school covered in this course include student-centered learning; critical teaching skills for making lessons relevant to students (including culturally relevant practices); cognitive and behavioral development as it affects curriculum design; lesson planning; differentiated instruction; use of technology; assessment; and intentional, reflective teaching practices. All assignments are completed in the subject area for which the individual is seeking the Single Subject Teaching Credential.

TEP 533, The Differentiated Classroom: Maximizing Capacity of Each Learner, Grades 7-12, 3 Units

This course explores the philosophical and practical aspects of differentiation in classroom practice as characterized by the interdependence of the key aspects of curriculum, instruction, assessment, the learner, and the learning environment. Teacher candidates engage in activities in the clinical practice/intern setting to support the development of a teaching philosophy and practice that cultivates the K-12 learner as an active participant with a shared understanding of an investment in a differentiated classroom. Teacher candidates develop competence in gathering and applying knowledge of K-12 students' achievement, instructional needs, social-emotional needs, cultural and language factors, and other relevant data necessary to improve teaching and learning for all students. Candidates also complete an Individualized Learning Plan to gain competence as a reflective practitioner and further develop the professional knowledge, skills, and dispositions necessary to meet the expectations for beginning teachers as outlined in the California Teaching Performance Expectations.

Corequisite: Clinical Practice

TEP 535, Clinical Experiences in Teaching Science (K-8), 3 Units

This course covers the principles and methodology of teaching science in the elementary school involving institutional design, material selection for hands-on experimentation, and student assessment. Health education and physical education are woven into the course to education candidates on laws pertaining to health, safety, protection, access and educational equity for all students. Emphasis is on effective teaching that utilizes a variety of resources, strategies, reading and writing connections, problem solving, and science and health applications. This course focuses on implementation of the Next Generation Science Standards (NGSS) and the California Common Core State Standards (CCSS). This course is specifically designed for direct application of practice by intern teachers.

Prerequisites: Admission to Multiple Subject Credential program, submission of the Clinical Practice application by the deadline and clearance by the department;

Corequisites: TEP 585 and TEP 575A

TEP 536, Methods of Teaching Science (K-8), 3 Units

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. Health education and physical education are woven into the course to education candidates on laws pertaining to health, safety, protection, access, and educational equity for all students. Emphasis is on effective teaching that utilizes a variety of resources, strategies, reading and writing connections, problem solving, and solving, and science and health applications. This course focuses on implementation of the Next Generation Science Standards (NGSS) and the California Common Core State Standards (CCSS).

Prerequisites: Admission to Multiple Subject Credential program, submission of the Clinical Practice application by the deadline and clearance by the department;

Corequisites: TEP 586 and TEP 576A

TEP 545, Clinical Experiences with Integrating the Humanities (K-8), 3 Units

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 which are in compliance with state frameworks and academic content standards with a specific focus on the implementation of California Common Core State Standards (CCSS). 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 practice by intern teachers.

Prerequisite: Admission to Multiple Subject Credential program, submission of the Clinical Practice application by the deadline and clearance by the department;

corequisite: TEP 575B

TEP 546, Methods of Integrating the Humanities (K-8), 3 Units

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 which are in compliance with state framework and academic content standards with a specific focus on the implementation of California Common Core State Standards (CCSS). Emphasis is on 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, submission of the Clinical Practice application by the deadline and clearance by the department;

corequisite: TEP 576B

TEP 547, Clinical Experiences in Curriculum Planning and Assessment (7-12), 3 Units

This course emphasizes the use of multiple methods to assess student learning in K-12 classrooms, development and assessment of performance-based tasks, and objective and standardized tests. Participants will understand not only the basics of assessment techniques, but will also learn to think critically, analyze, and make inferences to improve students' learning. Participants will develop a thematic 5-lesson unit integrating three different content areas along with the assessment plan in order to meet the unit/lessons' Common Core, academic content standards, and lesson objectives. This course assists students to prepare for the California Teacher Performance Assessment (TPA) Assessing Learning. This is not a TPA preparatory class, but materials and insights from this course assist students to engage the task. Grades from this class do not translate to grades for the TPA. They are two independent entities.

Prerequisite: Admission to Single Subject Credential program, submission of the Clinical Practice application by the deadline and clearance by the department;

corequisite: TEP 577A

TEP 548, Curriculum Planning and Assessment (7-12), 3 Units

This course emphasizes the use of multiple methods to assess student learning in K-12 classrooms, development and assessment of performance-based tasks, and objective and standardized tests. Participants will understand not only the basics of assessment techniques, but will also learn to think critically, analyze, and make inferences to improve students' learning. Participants will develop a thematic 5-lesson unit integrating three different content areas along with the assessment plan in order to meet the unit/lessons' Common Core, academic content standards, and lesson objectives. This course assists students to prepare for the California Teacher Performance Assessment (TPA) Assessing Learning. This is not a TPA preparatory class, but materials and insights from this course assist students to engage the task. Grades from this class do not translate to grades for the TPA. They are two independent entities.

Prerequisite: Admission to Single Subject Credential program, submission of the Clinical Practice application by the deadline and clearance by the department prior to registering for the course;

corequisite: TEP 578A

TEP 551, Clinical Practice I: Multiple Subject Credential, 2 Units

Clinical practice provides teacher candidates with a final preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the supervised semester, according to standards set by the Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE). Clinical practice provides an experience-based program in which teacher candidates and contracted credentialed candidates have opportunities to participate as classroom teachers in schools while supervised by a university mentor. Focus is given to many areas of background learning and coordinates those areas into a meaningful set of experiences.

TEP 552, Clinical Practice II: Multiple Subject Credential, 2 Units

Clinical practice provides teacher candidates with a final preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the supervised semester, according to standards set by the Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE). Clinical practice provides an experience-based program in which teacher candidates and contracted credentialed candidates have opportunities to participate as classroom teachers in schools while supervised by a university mentor. Focus is given to many areas of background learning and coordinates those areas into a meaningful set of experiences.

Prerequisite: TEP 551

TEP 561, Clinical Practice I: Single Subject Credential, 2 Units

Clinical practice provides teacher candidates with a final preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the supervised semester, according to standards set by the Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE). Clinical practice provides an experience-based program in which teacher candidates and contracted credentialed candidates have opportunities to participate as classroom teachers in schools while supervised by a university mentor. Focus is given to many areas of background learning and coordinates those areas into a meaningful set of experiences.

TEP 562, Clinical Practice II: Single Subject Credential, 2 Units

Clinical practice provides teacher candidates with a final preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the supervised semester, according to standards set by the Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE). Clinical practice provides an experience-based program in which teacher candidates and contracted credentialed candidates have opportunities to participate as classroom teachers in schools while supervised by a university mentor. Focus is given to many areas of background learning and coordinates those areas into a meaningful set of experiences.

Prerequisite: TEP 561

TEP 565A, Field Experience I (K-8), 1 Unit

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 TESP 505 and TESP 515

TEP 565B, Field Experience II (K-8), 1 Unit

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 TESP 555

TEP 566A, Field Experience I (K-8), 1 Unit

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, TESP 506, and TESP 516

TEP 566B, Field Experience II (K-8), 1 Unit

This course offers an introductory exploration of public schools integrating field experience in the classroom with concurrent credential methods coursework. Students complete two consecutive terms, earning one unit of credit for a minimum of 30 hours of field experience completed during each term. This course enables the institution to determine when candidates are ready to begin daily, supervised teaching.

Prerequisites: Admission to Multiple Subject Credential program and TEP 566A;

corequisites: Multiple Subject TEP 526 and TESP 556; special education students, please see advisor for corequisites

TEP 567A, Field Experience I (7-12), 1 Unit

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: TESP 505 and TEP 517

TEP 567B, Field Experience II (7-12), 1 Unit

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 TESP 555

TEP 568A, Field Experience I (7-12), 1 Unit

This course offers an introductory exploration of public schools integrating field experience in the classroom with concurrent credential methods coursework. Students complete two consecutive terms, earning 1 unit of credit for a minimum of 30 hours of field experience completed during each term. This course enables the institution to determine when candidates are ready to begin daily, supervised teaching.

Prerequisite: Admission to Single Subject Credential program;

corequisites: TESP 506 and TEP 518

TEP 568B, Field Experience II (7-12), 1 Unit

This course offers an introductory exploration of public schools integrating field experience in the classroom with concurrent credential methods coursework. Students complete two consecutive terms, earning 1 unit of credit for a minimum of 30 hours of field experience completed during each term. This course enables the institution to determine when candidates are ready to begin daily, supervised teaching.

Prerequisite: Admission to Single Subject Credential program and TEP 568A;

corequisites: TEP 528 and TESP 556

TEP 575A, Clinical Practice I (Contract Teaching, K-8), 2 Units

Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in public schools as an intern teacher under contract. With permission granted by the multiple subject program director, a teaching contract in a WASC-approved private school may be used for this requirement. The contracted teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site.

Prerequisites: Admission to Multiple Subject Credential program, and student must turn in a Clinical Practice application and be cleared by the department prior to registering for this course.

Corequisites: TEP 535 and TEP 585

TEP 575B, Clinical Practice II (Contract Teaching, K-8), 2 Units

Credit is given for a nine-week term in Fall II or Spring II of full-time supervised teaching in public schools as an intern teacher under contract. With permission granted by the multiple subject program director, a teaching contract in a WASC-approved private school may be used for this requirement. The contracted teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site.

Prerequisites: Admission to Multiple Subject Credential program and TEP 575A;

corequisite: TEP 545

TEP 576A, Clinical Practice I (Student Teaching, K-8), 2 Units

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 SB 2042 Preliminary Multiple Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by October 1 for the spring semester.

Prerequisites: Admission to Multiple Subject Credential program; student must submit application and be cleared prior to student teaching;

corequisites: TEP 536 and TEP 586

TEP 576B, Clinical Practice II (Student Teaching, K-8), 2 Units

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 SB 2042 Preliminary Multiple Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by October 1 for the spring semester.

Prerequisites: Admission to Multiple Subject Credential program and TEP 576A;

corequisite: TEP 546

TEP 577A, Clinical Practice I (Contract Teaching, 7-12), 2 Units

Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in public schools as an intern teacher under contract. With permission granted by the single subject program director, a teaching contract in a WASC-approved private school may be used for this requirement. The contracted teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site.

Prerequisite: Admission to Single Subject Credential program; student must submit application and be cleared prior to intern teaching;

corequisite: TEP 547

TEP 577B, Clinical Practice II (Contract Teaching, 7-12), 2 Units

Credit is given for a nine-week term in Fall II or Spring II, of full-time supervised intern teaching in public schools as an intern teacher under contract. With permission granted by the single subject program director, a teaching contract in a WASC-approved private school may be used for this requirement. The contracted teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site. The contracted teachers attend a mandatory seminar during TEP 577B to complete the California Commission on Teacher Credentialing requirements for the final Teacher Performance Assessment.

Prerequisites: Admission to teacher education program; and TEP 577A;

corequisite: TEP 587

TEP 578A, Clinical Practice I (Student Teaching, 7-12), 2 Units

Students complete a semester of full-time, supervised student teaching in appropriate public school 7-12 classrooms. 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 SB 2042 Preliminary Single Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by October 1 for the spring semester.

Prerequisites: 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 Units

Students complete a semester of full-time, supervised student teaching in appropriate public school 7-12 classrooms. 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 SB 2042 Preliminary Single Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by October 1 for the spring semester.

Prerequisites: Admission to Single Subject Credential program and TEP 578A;

corequisite: TEP 588

TEP 585, Intern Teaching Seminar (K-8), 3 Units

The purpose of the seminar is to discuss challenges common to intern teachers in K-8 classrooms, and address individual concerns. Issues addressed in this course include, but are not limited to, classroom management, effective curriculum and lesson development, identification of learning strategies for special needs students and English language learners, California School Law and legal issues, and the implementation of the California Common Core State Standards (CCSS). This course is specifically designed for direct application of practice by intern teachers.

Prerequisite: Admission to Multiple Subject Credential program, submission of the Clinical Practice application by the deadline and clearance by the department

corequisites: TEP 535 and TEP 575A

TEP 586, Student Teaching Seminar (K-8), 3 Units

The purpose of the seminar is to discuss challenges common to student teachers in K-8 classrooms, and address individual concerns. Issues addressed in this course include, but are not limited to, classroom management, effective curriculum and lesson development, identification of learning strategies for special needs students and English language learners, California School Law and legal issues, and the implementation of the California Common Core State Standards (CCSS).

Prerequisite: Admission to Multiple Subject Credential program, submission of the Clinical Practice application by the deadline and clearance by the department;

corequisites: TEP 536 and TEP 576A

TEP 587, Intern Teaching Seminar (7-12), 3 Units

The purpose of the seminar is to discuss challenges common to teacher candidates in 7-12 classrooms, and address individual concerns. Issues addressed in this course include, but are not limited to, teacher beliefs and their effect on student performance, classroom management, effective curriculum and lesson development, identification of learning strategies for special needs students and English language learners, California School Law and legal issues, and the implementation of current state and local standards and frameworks. This course is specifically designed for direct application of learning by intern teachers. This course assists students to prepare for the California Teaching Performance Assessment (TPA) Culminating Teaching Experience. This is not a TPA preparatory class, but materials and insights from this course assist students to engage the task. Grades from this class do not translate to grades for the TPA. They are two independent entities.

Prerequisite: A school placement for student teaching or an Internship is required for enrollment in the seminar. This course is offered for candidates who have applied and been cleared for clinical practice (student teacher or Intern) prior to the beginning of this class. If you have any questions about the status of your admission to the Teacher Education Program or your enrollment in this course, please call (626) 815-5344. Candidates complete a semester of full-time, supervised clinical practice in subject-matter appropriate public school 7-12 classrooms with all the responsibilities normally included in a teaching assignment;

corequisite: TEP 577B

TEP 588, Student Teaching Seminar (7-12), 3 Units

The purpose of the student teaching seminar is to discuss the challenges common to teacher candidates in 7-12 classrooms, and address individual concerns. Issues addressed in this course include, but are not limited to, teacher beliefs and their effect on student performance, classroom management, effective curriculum and lesson development, identification of learning strategies for special needs students and English language learners, California School Law and legal issues, and the implementation of current state and local standards and frameworks. This course assists students to prepare for the California Teaching Performance Assessment (TPA) Culminating Teaching Experience. This is not a TPA preparatory class, but materials and insights from this course assist students to engage the task. Grades from this class do not translate to grades for the TPA. They are two independent entities.

Prerequisite: A school placement for student teaching or an Internship is required for enrollment in the seminar. This course is offered for candidates who have applied and been cleared for clinical practice (student teacher or Intern) prior to the beginning of this class. If you have any questions about the status of your admission to the Teacher Education Program or your enrollment in this course, please call (626) 815-5344. Candidates complete a semester of full-time, supervised clinical practice in subject-matter appropriate public school 7-12 classrooms with all the responsibilities normally included in a teaching assignment.

Corequisite: TEP578B

TEP 590, Intern Supervision and Support, 1 Unit

This online course is required for candidates who have already completed requisite coursework and are serving on an intern credential without having met remaining requirements necessary to secure a Preliminary Teaching Credential. This course allows interns to continue to work toward meeting requirements while receiving mandated supervision and support. May be repeated four (4) times for credit.

TESP 505, Educational Foundations (K-12), 3 Units

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, implementation of California Common Core State Standards (CCSS). This course is specifically designed for direct application of practice by intern teachers.

Prerequisite: Admission to Multiple Subject, Single Subject or Special Education Credential programs; Multiple Subject

corequisites: TESP 515 and TEP 565A; Single Subject

corequisites: TEP 517 and TEP 567A; Special Education

corequisites: TESP 515 and SPED 565A

TESP 506, Educational Foundations (K-12), 3 Units

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, implementation of California Common Core State Standards (CCSS).

Prerequisite: Admission to Multiple Subject, Single Subject or Special Education Credential programs; Multiple Subject

corequisites: TESP 516 and TEP 566A; Single Subject

corequisites: TEP 518 and TEP 568A; Special Education

corequisites: TESP 516 and SPED 566A

TESP 515, Clinical Experiences in Teaching Reading and Writing (K-12), 3 Units

This course covers the content and methodology of a comprehensive reading program, which include, phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, the four communication skills of listening, speaking, reading, and writing, and the English-language arts Common Core State Standards (CCSS). Specific content knowledge needed in preparation for RICA is also covered in this course. This course is specifically designed for direct application of practice by intern teachers.

Prerequisite: Admission to Multiple Subject or Special Education Credential programs; Multiple Subject

corequisites: TESP 505 and TEP 565A; Special Education

corequisites: TESP 505 and SPED 565A

TESP 516, Clinical Experiences in Teaching Reading and Writing (K-12), 3 Units

This course covers the content and methodology of a comprehensive reading program, which include, phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, the four communication skills of listening, speaking, reading, and writing, and the English-language arts Common Core State Standards (CCSS). Specific content knowledge needed in preparation for RICA is also covered in this course.

Prerequisite: Admission to Multiple Subject or Special Education Credential programs; Multiple Subject

corequisites: TESP 506 and TEP 566A; Special Education

corequisites: TESP 506 and SPED 566A

TESP 555, Clinical Experiences in Teaching English Language Learners (K-12), 3 Units

This course affords teacher candidates opportunities to learn and communicate knowledge and strategies for working with English language learners. This includes examining and experiencing teaching strategies and materials for developing students' receptive and expressive language skills, as well as academic language critical thinking skills. An introduction to theory and principles of second language acquisition, and practice in using SDAIE and ELD strategies form a portion of the course content. Participants examine the most recent California adopted English language and academic content standards for effective instructional design for English learners. This course examines the interactions between students' cultural, linguistic, and ability backgrounds and the wider educational and social community settings. Participants explore culturally responsive teaching strategies that support and enhance educational success for students of diversity and gain knowledge of issues related to cultural contact and cross-cultural interactions. This course assists students to prepare acquire skills for engaging the California Teaching Californian Teacher Performance Assessment (TPA) Designing Instruction. This is not a TPA preparatory class, but materials and insights from this course class assist students to engage the task. Grades from this class do not translate to grades for the TPA. They are two independent entities. This course is specifically designed for direct application of practice by intern teachers.

Prerequisite: Admission to Multiple Subject, Single Subject or Special Education Credential programs; Multiple Subject

corequisites: TEP 525 and TEP 565B; Single Subject

corequisites: TEP 527 and TEP 567B; Special Education

corequisites: SPED 565B

TESP 556, Methods of Teaching English Language Learners (K-12), 3 Units

This course affords teacher candidates opportunities to learn and communicate knowledge and strategies for working with English learners. This includes examining and experiencing teaching strategies and materials for developing students' receptive and expressive language skills, as well as academic language skills. An introduction to theory and principles of second language acquisition, and practice in using SDAIE and ELD strategies form a portion of the course content. Participants examine the most recent California adopted English language and academic content standards for effective instructional design for English learners. This course examines the interactions between students' cultural, linguistic, and ability backgrounds and the wider educational and social community settings. Participants explore culturally responsive teaching strategies that support and enhance educational success for students of diversity and gain knowledge of issues related to cultural contact and cross-cultural interactions. This course assists students to prepare for the California Teaching Performance Assessment (TPA) Designing Instruction. This is not a TPA preparatory class, but materials and insights from this course assist students to engage the task. Grades from this class do not translate to grades for the TPA. They are two independent entities.

Prerequisite: Admission to Multiple Subject, Single Subject or Special Education Credential programs;

Corequisites: Multiple Subject TEP 526 and TEP 566B; Single Subject TEP 528 and TEP 568B; Special Education SPED 566B

Faculty

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Department of Advanced Studies

The Department of Advanced Studies offers master's degree programs for candidates seeking to expand their knowledge and further their education. They may pursue a Master of Arts in Educational Technology (p. 368) or a Master of Arts in Education with an emphasis in Learning and Technology, Special Education, or Teaching with an embedded California Preliminary Teaching Credential or Preliminary Education Specialist Credential.

The Master of Arts in Educational Technology and the emphasis coursework for the Master of Arts in Education are delivered completely online to provide flexibility and convenience to candidates within their professional practice.

Master of Arts in Education Emphases

Candidates complete foundations and specialization coursework for the M.A.Ed. in the Department of Elementary and Secondary Education (p. 369) or the Department of Special Education (p. 383) alongside emphasis coursework in the Department of Advanced Studies for one of the following areas:

Master of Arts in Education: Learning and Technology

- The Learning and Technology emphasis focuses on foundational tools necessary to design and implement instructional experiences that integrate technology throughout the curriculum.

Master of Arts in Education: Special Education

- The Special Education emphasis is designed to develop the advanced knowledge needed to serve students with special needs.

Master of Arts in Education: Teaching

- The Teaching emphasis blends advanced coursework in curriculum and instruction with graduate work in practitioner research to provide candidates' with a depth of knowledge within the field of education.

Master of Arts in Educational Technology (p. 368)

EDTC 511, Foundations in Educational Technology, 3 Units

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 Units

This class looks at the historical development of educational technology and the social issues influencing its growth and implementation. Attention is also given to a synthesis of research related to the field, professional organizations serving the discipline and emerging innovative uses of educational technology.

EDTC 517, Digital Communications, 3 Units

This course engages students in collaborative, investigative, and reflective learning opportunities through the exploration of relevant digital communication tools. Attention is given to current modes of communication that utilize a digital platform and effective strategies for implementation within teaching/learning environments.

EDTC 518, Global Learning/Cross-cultural Classroom, 3 Units

This course focuses on the use of technology to develop global, cultural, geographical, environmental, and sociopolitical understanding. Students engage their own classrooms in global learning projects as a vehicle to promote cross-cultural literacy, a necessary skill for the global workforce and the 21st century.

EDTC 520, Managing Tech-Supported Curricular Tools, 3 Units

This course explores managing various technology-supported curricular tools applicable to leadership and instruction in the educational environment. Topics include leadership roles in technology, technology planning, computer applications, and designing a technology implementation plan.

EDTC 521, Digital Imagery for Learning Environments, 3 Units

This course covers a variety of digital imaging and audio applications and their operating tools utilized for teaching/learning environments. Students develop the skills necessary to create, design, and manipulate images along with editing video and audio for digital and/or interactive media.

EDTC 523, Educational Applications of Information Design and Hypermedia, 3 Units

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 Units

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 Units

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 Units

The current technologies, trends, and a variety of special topics in educational technology are explored. The course covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into relevant teaching/learning environments. Different topics may be taken and repeated for credit.

EDUC 504, Teaching and Cultural Diversity, 3 Units

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 507, Family, Community, and School Connections, 3 Units

This course focuses on community dynamics, community building, and parent involvement as essential components in education. Students engage in utilizing asset-based community building strategies in educational practice as they map their school communities, conduct capacity inventories, and develop action plans for parent/community involvement. Students also discuss and define their role in building strong partnerships with all families, especially those in low-income communities of color. Successful school reform models of parent involvement are examined along with their connection to higher student achievement.

EDUC 508, Assessment and Evaluation in Multicultural Classrooms, 3 Units

This course reviews the uses, demands, and limitations of formal, standardized testing practices and embraces assessment of 21st Century Skills. Students explore informal observational assessment, student self-assessment, parental involvement, portfolios, criterion- and performance-based assessment, and assessing critical thinking, creativity, citizenship, collaboration, and problem-solving. The course also provides an introduction to Smarter Balanced Assessment protocols. Finally, students explore ways to assess and improve their own instructional programs and teaching.

EDUC 509, Special Topics in Education, 3 Units

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 Learning and Technology, 1 Unit

This course focuses on introducing and developing proficiency with the essential skills necessary for the Master of Arts in Education: Learning & Technology emphasis. Students utilize a variety of applications and skills necessary for competency in the program. This course must be taken in the first term of the program.

EDUC 541, Emerging Literacy, K-12, 3 Units

This course focuses on the emerging literacy needs of K-12 students who are at beginning or minimal levels of processing reading and writing effectively for meaning, including English language learners with distinct literacy development needs. Students examine sound socio-psycholinguistic insights into the nature and development of reading and writing processes and explore the critical conditions that help learners become more strategic, self-aware readers and writers. Included in the course are investigations into structuring balanced literacy experiences, guided reading and writing, literacy-enriched environments, quality reading materials, meaningful records of growth, and other practices which increase students' pleasure, value, and success in their literate lives.

EDUC 574, Current Issues in Education, 3 Units

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 589A, Research for Educators: Beginning Process, 2 Units

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 Unit

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

SPED 500, Special Topics, 1-3 Units

This course allows students to complete unit requirements for their credential or degree in special education.

SPED 501, Instructional Strategies for Students with Moderate/Severe Disabilities, 3 Units

This course examines the instructional strategies, instructional methodology, and materials for teaching individuals with moderate/severe disabilities. It focuses on research-based instructional strategies that permit access to the CORE curriculum and grade-level standards, functional academics, life skills, and adaptations and modifications to Core curriculum and California State Standards.

SPED 502, Diagnosis and Prescriptive Intervention for Students with Moderate/Severe Disabilities, 3 Units

This course provides candidates with the knowledge and skills about assessment procedures and remediation strategies to support students with moderate/severe disabilities. The student develops skills by gathering information from a variety of formal and informal sources. Each candidate demonstrates knowledge of principles and strategies of assessment, curriculum, and instruction, and utilizes assessment data to develop IEP goals, objectives, adaptations, and instructional plans.

SPED 503, Behavioral Support to Students with Moderate/Severe Disabilities, 3 Units

This course provides the candidate with the skills and legal framework essential to the development of positive behavior supports and self-management outcomes for students with moderate/severe disabilities. Candidates examine the biological, neurological, and psychological foundations of behavior disorders, appropriate communication, and management strategies that are aligned with instructional practices. The foundations of functional analysis of behavior leading to positive behavior intervention plans are examined. Models of collaborative practices that lead to critical partnerships with students, families, educators and agencies are investigated through skill development and self-analysis.

SPED 508, Current Trends in Transition Planning for Students with Disabilities, 3 Units

This course explores transition processes for students with mild/moderate/severe disabilities across their lifespan. Additionally, this course explores and analyzes the transition processes and procedures integral to a comprehensive secondary transition education program design, including a focus on an outcomes orientation approach in working with all stakeholders in the preparation for post-secondary life in the areas of post-secondary education, employment, and life management, and evidence-based practices in instructional methods for community-based instruction (CBI), career development, work-based learning and integration of technology. The course includes a review of the use of informal and formal assessments that commonly guide the educational professional through the transition process for a student with disabilities (mild/moderate or moderate/severe). Additionally, the course examines promising practices in how to partner with all stakeholders (family, school, community and agency partners) to provide the needed supports and services as the student with disability transitions out of the post-secondary environment.

SPED 509, Technology in Special Education, 3 Units

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 Units

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 512, Autism Spectrum Disorders: From Theory to Practice, 3 Units

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 Units

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 521, Collaboration, Inclusion, Community Integration for Students with Moderate/Severe Disabilities, 3 Units

This course provides the candidate with a systems perspective for understanding and supporting individuals with moderate/severe disabilities and their families as they interact with schools and community agencies. The candidate begins to develop an appreciation of the family issues related to living with an individual with a moderate/severe disability. Candidates learn effective collaborative strategies to assist with team building, program development, and joint problem solving, as well as strategies to assist students with moderate/severe disabilities and their families plan for transition from school to work. This course also provides the candidate with theories regarding second-language learners, cultural diversity and social skills in terms of understanding ethnic differences and the dynamics of interacting with the student's family.

SPED 522, Collaboration and Communication Skills of Students with Autism Spectrum Disorder, 3 Units

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 525, Methods of Teaching Reading and Writing, 3 Units

This course prepares teacher candidates to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking, aligned to the state-adopted English Language Arts Content Standards, the Reading/Language Arts Framework (2007), and the Common Core State Standards for English-Language Arts (2012). Through application of research-based instructional practices introduced in the course, candidates learn to address the needs of special education students and the full range of diverse learners, as referenced in the framework and the RICA Content Specifications.

SPED 526, Specialized Academic Instruction: Reading, Writing, and Math, 3 Units

This course introduces candidates to multifaceted and multitiered methodologies and strategies necessary for teaching and engaging diverse students with disabilities in mathematics and language arts. Candidates become proficient in making explicit connections between ongoing assessment, student characteristics and strengths, instruction, and curriculum. They learn to analyze data to plan effective and differentiated instruction and interventions, and also how to collaboratively design effective IEP goals while considering the role of technology in those goals.

SPED 528, Assessment and IEP Development, 3 Units

This course examines current assessment mandates for students with mild to moderate to severe disabilities. Teacher candidates study test development and learn to evaluate assessment tools based on current research-based policies and mandates. Candidates also learn to administer and interpret norm-criterion reference assessment instruments and informal surveys or assessment instruments, and come to understand the influence of cultural and linguistic factors in the development of Individual Education Program (IEP) goals and Individual Transition Plans (ITPs).

SPED 529, Positive Behavior Supports for Students with Exceptional Needs, 3 Units

This course provides teacher candidates with the skills and legal framework essential to the development of positive behavior supports and self-management outcomes for students with disabilities. Candidates examine foundations of behavior disorders, appropriate communication, and behavioral support strategies that align with best practices. The foundations of functional analysis of behavior that leads to the development of positive behavior intervention plans are examined. Models of collaborative practices that lead to positive relationships and critical partnerships with students, families, educators, and agencies are investigated through skill development and self-analysis.

SPED 530, Introduction to Individual Differences and Strengths-based Education, 3 Units

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 532, Bilingual Special Education, 3 Units

This course examines issues related to provisions of services to culturally and linguistically diverse students. This is a requirement for intern credential students who are meeting the preservice hours requirement/enhancement program. Emphasis is on techniques and strategies to modify general and special education classrooms to accommodate second-language learners with disabilities, including curriculum development, instructional methodology, and materials for teaching second-language learners with disabilities. Culturally sensitive assessment of second-language learners with disabilities and family-focused interventions is examined.

SPED 533, Assessment and IEP Development for Students with Mild/Moderate/Severe Disabilities, 3 Units

This course examines various assessment tools and strategies that are appropriate to the diverse needs of individual students with mild/moderate/severe disabilities. Candidates learn how to assess the developmental, behavioral, social, communication, career and community life skills needs for students with mild/moderate/severe disabilities. Candidates learn to interpret assessment results to make instructional decisions and develop standards-based Individualized Education Programs.

SPED 535, Counseling, Collaboration, and Consultation, 3 Units

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, Instructional Strategies in English Language Arts (Mild to Moderate), 3 Units

This course integrates RtI (Response to Intervention) with the area of special education as it relates to reading and written language. This course assists the teacher candidate in linking assessment data with mild to moderate disabilities including English language learners. The teacher candidate learns to develop effective IEP goals and integrate assistive technology. The course also addresses issues of classroom organization to ensure the classroom setting promotes equality for all students.

Prerequisite: Admission to special education credential program

SPED 538, Special Education Issues: Mild/Moderate Disabilities, 3 Units

This course provides original analysis of important conceptual and practical issues faced by professionals involved in educating students with mild to moderate disabilities. It addresses issues surrounding home-school-community partnerships. This course is designed to heighten concern for educational outcomes for all students, and to examine the challenges that alternative practices such as school choice, transitional services, and inclusion create for the professional and student in the field of special education. (Educational Specialist Clear Credential Candidates only)

SPED 540, Instructional Strategies in Mathematics (Mild to Moderate), 3 Units

This course integrates RtI (Response to Intervention) with the area of special education as it relates to math disorders. This course assists the teacher candidate in linking assessment data with research-based effective intervention strategies for individuals with mild/moderate disabilities including English language learners. The teacher candidate learns to develop effective IEP goals and integrate assistive technology. The course also addresses issues of classroom organization to ensure the classroom setting promotes equality for all students.

Prerequisite: Admission to special education credential program

SPED 541, Positive Behavior Supports to Students with Mild/Moderate/Severe Disabilities, 3 Units

This course examines the legal framework essential to the assessment and development of positive behavior supports and self-management outcomes for students with mild/moderate/severe disabilities. Candidates will learn the functions of behavior and design appropriate behavior support strategies based on functional behavior assessments. Models of collaborative practices that lead to critical partnerships with students, families, educators and agencies are investigated through skill development and self-analysis.

SPED 542, Meeting the Academic Needs of Students with Autism Spectrum Disorder, 3 Units

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 Units

This course provides the student with a systems perspective for understanding and supporting individuals with disabilities and their families as they interact with schools and community agencies. The student will begin to develop and appreciation of the affective family issues related to living with an individual with a disability. Students will learn effective consultative, communicative, and collaborative strategies to assist with team building, program development, and joint problem solving in school and agency settings. Skills are developed for successful communication and teamwork with administrators, teachers, paraprofessionals, and parents in the provision of services to individuals with exceptional needs.

SPED 547, Implementation of Special Education Legislation, 3 Units

An overview of special education legal mandates is provided to students as articulated in the Individuals Disabilities Educational Act (IDEA) 2004. Students also study techniques of conducting pupil identification, Individualized Education Program (IEP) meetings, coordinating individualized education programs, monitoring timelines, and observing parents' rights and due process procedures. (Education Specialist Clear Credential Candidates and Adaptive Physical Education Candidates only)

SPED 548, Staff Development and Parent Education Techniques, 3 Units

Students will learn effective consultative, communicative and collaborative strategies to assist with team building, program development and joint problem solving in school and agency settings. 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 551, Clinical Practice I: Mild to Moderate Disabilities, 2 Units

Students with mild/moderate disabilities require specialized support to address unique learning needs resulting from a range of specific learning disabilities, mild intellectual disabilities, autism, other health impairments, or other identified disabilities in which placement in a classroom for students with mild/moderate disabilities is deemed appropriate. During their clinical practice experience, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with mild/moderate disabilities, conducting formal and informal assessments in order to determine students' current levels of performance, planning for their grade and instructional level, and capturing data to support progress on annual goals and short-term objectives that are aligned with California Content Standards. Candidates also monitor students' progress toward instructional goals and state-adopted standards, and, if necessary, identify behaviors impeding learning, and remediate by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students.

SPED 552, Clinical Practice II: Mild to Moderate Disabilities, 2 Units

Students with mild/moderate disabilities require specialized support to address unique learning needs resulting from a range of specific learning disabilities, mild intellectual disabilities, autism, other health impairments, or other identified disabilities in which placement in a classroom for students with mild/moderate disabilities is deemed appropriate. During their clinical practice experience, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with mild/moderate disabilities, conducting formal and informal assessments in order to determine students' current levels of performance, planning for their grade and instructional level, and capturing data to support progress on annual goals and short-term objectives that are aligned with California Content Standards. Candidates also monitor students' progress toward instructional goals and state-adopted standards, and, if necessary, identify behaviors impeding learning, and remediate by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students.

Prerequisite: SPED 551

SPED 554, Advanced Study: Teaching Special Populations, 3 Units

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 555A, Field Experience and Seminar (Intern), 1 Unit

This course offers the intern teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s). Intern Teacher candidates will be assigned a University Mentor that will provide supervision during Field Experience. The primary task of the University Mentor is to assist the teacher candidate in understanding and assuming the role of the classroom teacher. Candidates also attend two seminars during each nine-week session. The seminar explores pedagogical, legal, and professional topics that are important for special education teacher candidates.

Prerequisite: Admission to special education moderate to severe preliminary credential program.

SPED 555B, Field Experience and Seminar (Intern), 1 Unit

This course offers the intern teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s). Intern Teacher candidates will be assigned a University Mentor that will provide supervision during Field Experience. The primary task of the University Mentor is to assist the teacher candidate in understanding and assuming the role of the classroom teacher. Candidates also attend two seminars during each nine-week session. The seminar explores pedagogical, legal, and professional topics that are important for special education teacher candidates.

Prerequisite: Admission to special education moderate to severe preliminary credential program.

SPED 556A, Field Experience and Seminar (Non-Intern), 1 Unit

This course offers the teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s). Candidates also attend two seminars during each nine-week session. The seminar explores pedagogical, legal, and professional topics that are important for special education teacher candidates.

Prerequisite: Admission to special education moderate to severe preliminary credential program.

SPED 556B, Field Experience and Seminar (Non-Intern), 1 Unit

This course offers the teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s). Candidates also attend two seminars during each nine-week session. The seminar explores pedagogical, legal, and professional topics that are important for special education teacher candidates.

Prerequisite: Admission to special education moderate to severe preliminary credential program.

SPED 558, Advanced Theory and Research-based Practices for Supporting Students with Disabilities, 3 Units

This course builds on the knowledge, skills, and strategies candidates acquired during coursework for a preliminary teaching credential (mild/moderate or moderate/severe). Each candidate becomes familiar with the current theoretical models for serving students with disabilities in different settings. The course examines evidence-based instructional and behavioral practices for supporting students with disabilities in the classroom. Candidates demonstrate the ability to create a socially positive, instructionally rich, and behaviorally supportive environment for students with disabilities in a general education setting. Each candidate demonstrates the ability to establish cooperative and collaborative relationships with the families and community/school professionals significant to the education of students with disabilities.

Prerequisite: Admission to special education credential program

SPED 565A, Field Experience and Seminar (Intern), 1 Unit

This course offers the intern teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s). Intern Teacher candidates will be assigned a University Mentor that will provide supervision during Field Experience. The primary task of the University Mentor is to assist the teacher candidate in understanding and assuming the role of the classroom teacher. Candidates also attend two seminars during each nine-week session. The seminar explores pedagogical, legal, and professional topics that are important for special education teacher candidates.

SPED 565B, Field Experience and Seminar (Intern), 1 Unit

This course offers the intern teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s). Intern Teacher candidates will be assigned a University Mentor that will provide supervision during Field Experience. The primary task of the University Mentor is to assist the teacher candidate in understanding and assuming the role of the classroom teacher. Candidates also attend two seminars during each nine-week session. The seminar explores pedagogical, legal, and professional topics that are important for special education teacher candidates.

SPED 566A, Field Experience and Seminar (Non-Intern), 1 Unit

This course offers the teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s).

SPED 566B, Field Experience and Seminar (Non-Intern), 1 Unit

This course offers the teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s).

SPED 571, Clinical Practice I: Moderate to Severe Disabilities, 2 Units

Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, autism spectrum disorder, 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 (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine the students' current levels of performance, planning instructional-level annual goals and short-term objectives that are aligned with California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, and identifying behaviors impeding learning and remediating by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students.

SPED 572, Clinical Practice II: Moderate to Severe Disabilities, 2 Units

Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, autism spectrum disorder, 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 (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine the students' current levels of performance, planning instructional-level annual goals and short-term objectives that are aligned with California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, and identifying behaviors impeding learning and remediating by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students.

Prerequisite: SPED 571

SPED 575A, Clinical Practice I (Contract Teaching, K-12), 1 Unit

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 Unit

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 Unit

Students complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CTC requirements and other applicable state requirements are recommended for Preliminary Mild/Moderate Disabilities Specialist Credential. Applications for enrollment in Clinical Practice must be made by April 1 for the fall semester, or by October 1 for the spring semester.

Prerequisites: Admission to Mild/Moderate Disabilities Credential program; student must submit application and be cleared prior to student teaching.

SPED 576B, Clinical Practice II (Student Teaching, K-12), 1 Unit

Students complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CTC requirements and other applicable state requirements are recommended for Preliminary Mild/Moderate Disabilities Specialist Credential. Applications for enrollment in Clinical Practice must be made by April 1 for the fall semester, or by October 1 for the spring semester.

Prerequisites: Admission to Mild/Moderate Disabilities Credential program; student must submit application and be cleared prior to student teaching.

SPED 581, Historical and Philosophical Perspectives of Disability Studies, 3 Units

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 Units

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 Units

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 Units

Candidates continue to examine educational research within the special education framework. Through quantitative, qualitative, and mixed methods, candidates incorporate all of the pieces developed in the previous research core courses and develop a research plan, making data-driven decisions for the development and implementation of the research plan. The research process is reviewed with the emphasis on design, application, and consumption, as well as standards for writing research papers.

Prerequisite: Admission to SPED Credential program

SPED 584B, Guided Research Project: Findings, 3 Units

Candidates continue to examine educational research within the special education framework. Through quantitative, qualitative, and mixed methods, candidates incorporate all of the pieces developed in the previous research core courses and develop a research plan, making data-driven decisions for the development and implementation of the research plan. The research process is reviewed with the emphasis on design, application, and consumption, as well as standards for writing research papers.

SPED 585A, Clinical Practice/Seminar for Moderate/Severe Disabilities I (Contract Teaching), 2 Units

Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. During clinical practice, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs (IEP). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine the students' current levels of performance, planning instructional level annual goals and short-term objectives that are aligned with the California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, identifying behaviors impeding learning, and remediate by implementing positive behavior supports.

SPED 585B, Clinical Practice/Seminar for Moderate/Severe Disabilities II (Contract Teaching), 1 Unit

Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. During clinical practice, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs (IEP). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine the students' current levels of performance, planning instructional level annual goals and short-term objectives that are aligned with the California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, identifying behaviors impeding learning, and remediate by implementing positive behavior supports.

SPED 586A, Clinical Practice/Seminar for Moderate/Severe Disabilities I (Student Teaching), 2 Units

Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. During clinical practice, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs (IEP). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine the students' current levels of performance, planning instructional level annual goals and short-term objectives that are aligned with the California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, identifying behaviors impeding learning, and remediate by implementing positive behavior supports.

SPED 586B, Clinical Practice/Seminar for Moderate/Severe Disabilities II (Student Teaching), 1 Unit

Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. During clinical practice, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs (IEP). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine the students' current levels of performance, planning instructional level annual goals and short-term objectives that are aligned with the California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, identifying behaviors impeding learning, and remediate by implementing positive behavior supports.

TEP 500, Special Topics in Education, 1-3 Units

Note: Please consult teacher education faculty for a list of courses required for the Intern Credential Program.

TEP 517, Clinical Experiences in Teaching Reading and Writing (7-12), 3 Units

This course includes intensive instruction in reading and language arts methods grounded in methodically sound research. The student of secondary reading and language arts methods includes effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds, examines well-designed systematic instruction programs, and the implementation of California Common Core State Standards (CCSS).

Prerequisites: Admission to Single Subject Credential program;

corequisites: TESP 505 and TEP 567A

TEP 518, Methods of Teaching Reading and Writing (7-12), 3 Units

This course includes intensive instruction in reading and language arts methods grounded in methodically sound research. The study of secondary reading and language arts methods includes effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds, examines well-designed systematic instructional programs, and the implementation of California Common Core State Standards (CCSS).

Prerequisite: Admission to Single Subject Credential program;

corequisites: TESP 506 and TEP 568A

TEP 521, Methods of Teaching Reading and Writing (K-8), 3 Units

This course prepares teacher candidates to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking, aligned to the state-adopted English Language Arts Content Standards, the Reading/Language Arts Framework (2007), and the Common Core State Standards for English-Language Arts (2012). Through application of research-based instructional practices introduced in the course, candidates learn to address the needs of special education students and the full range of diverse learners, as referenced in the framework and the RICA Content Specifications.

TEP 522, Methods of Teaching Mathematics (K-8), 3 Units

This course engages candidates who are in clinical practice (student teaching or intern placements) in discussion of common challenges faced by teacher candidates in secondary classrooms, and also focuses on content-specific pedagogical strategies by subject matter. Issues addressed include, but are not limited to, teacher beliefs and their effect on student performance; classroom management; effective curriculum and lesson development; culturally appropriate pedagogical practices; the "plan, teach, assess, reflect, and apply" cycle; content-specific strategies for teaching and assessing; and preparation for the workforce. Individual concerns and issues raised during student teaching or during the internship are also addressed.

TEP 523, Methods of Teaching Science (K-8), 2 Units

This course introduces credential candidates to K-8 state-adopted Next Generation Science Standards and the 2015-16 Draft Science Framework, as well as science concepts and principles, scientific investigation, experimentation, and student assessment. Emphasis is placed on balanced instruction between disciplinary core ideas, crosscutting concepts, and scientific and engineering practices as described in the Next Generation Science Standards. This course also focuses on facilitating K-8 students' ability to independently read and comprehend instructional materials and graphic/media representations, integrate mathematical concepts and practices in scientific investigations, development of academic language, engagement in disciplinary discourse practices, and understanding the connections between science, society, technology, and the environment. In addition, this course covers the teaching of physical education and health education in grades K-8.

Corequisite: Clinical Practice

TEP 524, Clinical Experiences with Integrating the Humanities/Methods of Integrating the Humanities, 2 Units

This course, intended for students in clinical practice (student teaching or intern placements), introduces ways to connect moral and civic education with the social sciences and the arts through thematic teaching, in ways that comply with state frameworks and academic content standards, specifically focusing on the California Common Core State Standards. Methods discussed utilize a wide range of quality children's literature and performing and visual arts strategies. Emphasis is on a meaning-centered, diverse humanities curriculum designed to promote critical thinking skills and meet the needs of all students, including those with special needs and those from culturally and linguistically diverse backgrounds. This course is designed for direct application of practice.

Corequisite: Clinical Practice

TEP 525, Clinical Experiences in Teaching Mathematics (K-8), 3 Units

This course focuses on the teaching of mathematics in the K-8 classroom, including mathematical content, instructional design, evidence-based research, and best practices in instruction. This course also emphasizes effective teaching through problem solving, communication, collaboration, creativity, and critical thinking. There is a focus on teaching diverse learners using differentiated instructional strategies and the implementation of the California Common Core State Standards (CCSS). This course is specifically designed for direct application of practice by intern teachers.

Prerequisite: Admission to Multiple Subject Credential program;

corequisites: TESP 555 and TEP 565B

TEP 526, Methods of Teaching Mathematics (K-8), 3 Units

This course focuses on the teaching of mathematics in the K-8 classroom, including mathematical content, instructional design, evidence-based research, and best practices in instruction. This course also emphasizes effective teaching through problem solving, communication, collaboration, creativity, and critical thinking. There is a focus on teaching diverse learners using differentiated instructional strategies and the implementation of the California Common Core State Standards (CCSS).

Prerequisite: Admission to Multiple Subject Credential program;

corequisites: TESP 556 and TEP 566B

TEP 527, Clinical Experiences in Teaching Strategies (7-12), 3 Units

Designed for individuals planning to teach middle or high school, this course explores both the teacher's and the students' role in middle/secondary classrooms. This course focuses on the role of the teacher to create positive environments that foster inquiry and promote meaningful learning. Numerous aspects of middle and high school teaching and learning include: assessing students' knowledge before instruction, designing curriculum, planning lessons, determining and adapting appropriate teaching methods with special attention given to using differentiated instruction to meet the learning needs of diverse learners, promoting inquiry, fostering dialogue, meeting district and national standards, using technology to promote learning, and assessing students' learning, and the implementation of the California Common Core State Standards (CCSS). All assignments will be completed in the specific subject area for which the individual is seeking the Single Subject Credential. This course is specifically designed for direct application of practice by intern teachers.

Prerequisite: Admission to Single Subject Credential program;

corequisites: TESP 555 and TEP 567B

TEP 528, Teaching Strategies (7-12), 3 Units

Designed for individuals planning to teach middle or high school, this course explores both the teacher's and the students' role in middle/secondary classrooms. This course focuses on the role of the teacher to create positive environments that foster inquiry and promote meaningful learning. Numerous aspects of middle and high school teaching and learning include: assessing students' knowledge before instruction, designing curriculum, planning lessons, determining and adapting appropriate teaching methods with special attention given to using differentiated instruction to meet the learning needs of diverse learners, promote learning, and assessing students' learning, and the implementation of the California Common Core State Standards (CCSS). All assignments will be completed in the specific subject area for which the individual is seeking the Single Subject Credential.

Prerequisite: Admission to Single Subject Credential program;

corequisites: TESP 556 and TEP 568B

TEP 531, Methods of Teaching Reading and Writing (7-12), 3 Units

This course includes intensive instruction in reading and language arts methods grounded in methodically sound research, to be incorporated in all subject areas. The study of secondary reading and language arts methods includes effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds. Teacher candidates examine well-designed systematic instructional programs, and the implementation of California Common Core State Standards (CCSS) for reading and writing in an integrated fashion with the standards for their subject area.

TEP 532, Secondary Pedagogy I: Teaching in Secondary Schools, 2 Units

This course is designed for individuals who are teaching in middle or high school subject areas, such as math, ELA, social studies, science, art, physical education, music, etc. Teacher candidates in this course explore the teacher's and the students' role in middle and high school classrooms. This course focuses on the history, development, and reform measures of middle and high schools to create positive environments that foster inquiry and promote a meaningful learning setting, including trends addressing cultural diversity. Aspects of middle and high school covered in this course include student-centered learning; critical teaching skills for making lessons relevant to students (including culturally relevant practices); cognitive and behavioral development as it affects curriculum design; lesson planning; differentiated instruction; use of technology; assessment; and intentional, reflective teaching practices. All assignments are completed in the subject area for which the individual is seeking the Single Subject Teaching Credential.

TEP 533, The Differentiated Classroom: Maximizing Capacity of Each Learner, Grades 7-12, 3 Units

This course explores the philosophical and practical aspects of differentiation in classroom practice as characterized by the interdependence of the key aspects of curriculum, instruction, assessment, the learner, and the learning environment. Teacher candidates engage in activities in the clinical practice/intern setting to support the development of a teaching philosophy and practice that cultivates the K-12 learner as an active participant with a shared understanding of an investment in a differentiated classroom. Teacher candidates develop competence in gathering and applying knowledge of K-12 students' achievement, instructional needs, social-emotional needs, cultural and language factors, and other relevant data necessary to improve teaching and learning for all students. Candidates also complete an Individualized Learning Plan to gain competence as a reflective practitioner and further develop the professional knowledge, skills, and dispositions necessary to meet the expectations for beginning teachers as outlined in the California Teaching Performance Expectations.

Corequisite: Clinical Practice

TEP 535, Clinical Experiences in Teaching Science (K-8), 3 Units

This course covers the principles and methodology of teaching science in the elementary school involving institutional design, material selection for hands-on experimentation, and student assessment. Health education and physical education are woven into the course to education candidates on laws pertaining to health, safety, protection, access and educational equity for all students. Emphasis is on effective teaching that utilizes a variety of resources, strategies, reading and writing connections, problem solving, and science and health applications. This course focuses on implementation of the Next Generation Science Standards (NGSS) and the California Common Core State Standards (CCSS). This course is specifically designed for direct application of practice by intern teachers.

Prerequisites: Admission to Multiple Subject Credential program, submission of the Clinical Practice application by the deadline and clearance by the department;

Corequisites: TEP 585 and TEP 575A

TEP 536, Methods of Teaching Science (K-8), 3 Units

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. Health education and physical education are woven into the course to education candidates on laws pertaining to health, safety, protection, access, and educational equity for all students. Emphasis is on effective teaching that utilizes a variety of resources, strategies, reading and writing connections, problem solving, and solving, and science and health applications. This course focuses on implementation of the Next Generation Science Standards (NGSS) and the California Common Core State Standards (CCSS).

Prerequisites: Admission to Multiple Subject Credential program, submission of the Clinical Practice application by the deadline and clearance by the department;

Corequisites: TEP 586 and TEP 576A

TEP 545, Clinical Experiences with Integrating the Humanities (K-8), 3 Units

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 which are in compliance with state frameworks and academic content standards with a specific focus on the implementation of California Common Core State Standards (CCSS). 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 deigned for direct application of practice by intern teachers.

Prerequisite: Admission to Multiple Subject Credential program, submission of the Clinical Practice application by the deadline and clearance by the department;

corequisite: TEP 575B

TEP 546, Methods of Integrating the Humanities (K-8), 3 Units

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 which are in compliance with state framework and academic content standards with a specific focus on the implementation of California Common Core State Standards (CCSS). Emphasis is on 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, submission of the Clinical Practice application by the deadline and clearance by the department;

corequisite: TEP 576B

TEP 547, Clinical Experiences in Curriculum Planning and Assessment (7-12), 3 Units

This course emphasizes the use of multiple methods to assess student learning in K-12 classrooms, development and assessment of performance-based tasks, and objective and standardized tests. Participants will understand not only the basics of assessment techniques, but will also learn to think critically, analyze, and make inferences to improve students' learning. Participants will develop a thematic 5-lesson unit integrating three different content areas along with the assessment plan in order to meet the unit/lessons' Common Core, academic content standards, and lesson objectives. This course assists students to prepare for the California Teacher Performance Assessment (TPA) Assessing Learning. This is not a TPA preparatory class, but materials and insights from this course assist students to engage the task. Grades from this class do not translate to grades for the TPA. They are two independent entities.

Prerequisite: Admission to Single Subject Credential program, submission of the Clinical Practice application by the deadline and clearance by the department;

corequisite: TEP 577A

TEP 548, Curriculum Planning and Assessment (7-12), 3 Units

This course emphasizes the use of multiple methods to assess student learning in K-12 classrooms, development and assessment of performance-based tasks, and objective and standardized tests. Participants will understand not only the basics of assessment techniques, but will also learn to think critically, analyze, and make inferences to improve students' learning. Participants will develop a thematic 5-lesson unit integrating three different content areas along with the assessment plan in order to meet the unit/lessons' Common Core, academic content standards, and lesson objectives. This course assists students to prepare for the California Teacher Performance Assessment (TPA) Assessing Learning. This is not a TPA preparatory class, but materials and insights from this course assist students to engage the task. Grades from this class do not translate to grades for the TPA. They are two independent entities.

Prerequisite: Admission to Single Subject Credential program, submission of the Clinical Practice application by the deadline and clearance by the department prior to registering for the course;

corequisite: TEP 578A

TEP 551, Clinical Practice I: Multiple Subject Credential, 2 Units

Clinical practice provides teacher candidates with a final preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the supervised semester, according to standards set by the Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE). Clinical practice provides an experience-based program in which teacher candidates and contracted credentialed candidates have opportunities to participate as classroom teachers in schools while supervised by a university mentor. Focus is given to many areas of background learning and coordinates those areas into a meaningful set of experiences.

TEP 552, Clinical Practice II: Multiple Subject Credential, 2 Units

Clinical practice provides teacher candidates with a final preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the supervised semester, according to standards set by the Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE). Clinical practice provides an experience-based program in which teacher candidates and contracted credentialed candidates have opportunities to participate as classroom teachers in schools while supervised by a university mentor. Focus is given to many areas of background learning and coordinates those areas into a meaningful set of experiences.

Prerequisite: TEP 551

TEP 561, Clinical Practice I: Single Subject Credential, 2 Units

Clinical practice provides teacher candidates with a final preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the supervised semester, according to standards set by the Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE). Clinical practice provides an experience-based program in which teacher candidates and contracted credentialed candidates have opportunities to participate as classroom teachers in schools while supervised by a university mentor. Focus is given to many areas of background learning and coordinates those areas into a meaningful set of experiences.

TEP 562, Clinical Practice II: Single Subject Credential, 2 Units

Clinical practice provides teacher candidates with a final preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the supervised semester, according to standards set by the Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE). Clinical practice provides an experience-based program in which teacher candidates and contracted credentialed candidates have opportunities to participate as classroom teachers in schools while supervised by a university mentor. Focus is given to many areas of background learning and coordinates those areas into a meaningful set of experiences.

Prerequisite: TEP 561

TEP 565A, Field Experience I (K-8), 1 Unit

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 TESP 505 and TESP 515

TEP 565B, Field Experience II (K-8), 1 Unit

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 TESP 555

TEP 566A, Field Experience I (K-8), 1 Unit

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, TESP 506, and TESP 516

TEP 566B, Field Experience II (K-8), 1 Unit

This course offers an introductory exploration of public schools integrating field experience in the classroom with concurrent credential methods coursework. Students complete two consecutive terms, earning one unit of credit for a minimum of 30 hours of field experience completed during each term. This course enables the institution to determine when candidates are ready to begin daily, supervised teaching.

Prerequisites: Admission to Multiple Subject Credential program and TEP 566A;

corequisites: Multiple Subject TEP 526 and TESP 556; special education students, please see advisor for corequisites

TEP 567A, Field Experience I (7-12), 1 Unit

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: TESP 505 and TEP 517

TEP 567B, Field Experience II (7-12), 1 Unit

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 TESP 555

TEP 568A, Field Experience I (7-12), 1 Unit

This course offers an introductory exploration of public schools integrating field experience in the classroom with concurrent credential methods coursework. Students complete two consecutive terms, earning 1 unit of credit for a minimum of 30 hours of field experience completed during each term. This course enables the institution to determine when candidates are ready to begin daily, supervised teaching.

Prerequisite: Admission to Single Subject Credential program;

corequisites: TESP 506 and TEP 518

TEP 568B, Field Experience II (7-12), 1 Unit

This course offers an introductory exploration of public schools integrating field experience in the classroom with concurrent credential methods coursework. Students complete two consecutive terms, earning 1 unit of credit for a minimum of 30 hours of field experience completed during each term. This course enables the institution to determine when candidates are ready to begin daily, supervised teaching.

Prerequisite: Admission to Single Subject Credential program and TEP 568A;

corequisites: TEP 528 and TESP 556

TEP 575A, Clinical Practice I (Contract Teaching, K-8), 2 Units

Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in public schools as an intern teacher under contract. With permission granted by the multiple subject program director, a teaching contract in a WASC-approved private school may be used for this requirement. The contracted teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site.

Prerequisites: Admission to Multiple Subject Credential program, and student must turn in a Clinical Practice application and be cleared by the department prior to registering for this course.

Corequisites: TEP 535 and TEP 585

TEP 575B, Clinical Practice II (Contract Teaching, K-8), 2 Units

Credit is given for a nine-week term in Fall II or Spring II of full-time supervised teaching in public schools as an intern teacher under contract. With permission granted by the multiple subject program director, a teaching contract in a WASC-approved private school may be used for this requirement. The contracted teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site.

Prerequisites: Admission to Multiple Subject Credential program and TEP 575A;

corequisite: TEP 545

TEP 576A, Clinical Practice I (Student Teaching, K-8), 2 Units

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 SB 2042 Preliminary Multiple Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by October 1 for the spring semester.

Prerequisites: Admission to Multiple Subject Credential program; student must submit application and be cleared prior to student teaching;

corequisites: TEP 536 and TEP 586

TEP 576B, Clinical Practice II (Student Teaching, K-8), 2 Units

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 SB 2042 Preliminary Multiple Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by October 1 for the spring semester.

Prerequisites: Admission to Multiple Subject Credential program and TEP 576A;

corequisite: TEP 546

TEP 577A, Clinical Practice I (Contract Teaching, 7-12), 2 Units

Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in public schools as an intern teacher under contract. With permission granted by the single subject program director, a teaching contract in a WASC-approved private school may be used for this requirement. The contracted teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site.

Prerequisite: Admission to Single Subject Credential program; student must submit application and be cleared prior to intern teaching;

corequisite: TEP 547

TEP 577B, Clinical Practice II (Contract Teaching, 7-12), 2 Units

Credit is given for a nine-week term in Fall II or Spring II, of full-time supervised intern teaching in public schools as an intern teacher under contract. With permission granted by the single subject program director, a teaching contract in a WASC-approved private school may be used for this requirement. The contracted teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site. The contracted teachers attend a mandatory seminar during TEP 577B to complete the California Commission on Teacher Credentialing requirements for the final Teacher Performance Assessment.

Prerequisites: Admission to teacher education program; and TEP 577A;

corequisite: TEP 587

TEP 578A, Clinical Practice I (Student Teaching, 7-12), 2 Units

Students complete a semester of full-time, supervised student teaching in appropriate public school 7-12 classrooms. 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 SB 2042 Preliminary Single Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by October 1 for the spring semester.

Prerequisites: 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 Units

Students complete a semester of full-time, supervised student teaching in appropriate public school 7-12 classrooms. 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 SB 2042 Preliminary Single Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by October 1 for the spring semester.

Prerequisites: Admission to Single Subject Credential program and TEP 578A;

corequisite: TEP 588

TEP 585, Intern Teaching Seminar (K-8), 3 Units

The purpose of the seminar is to discuss challenges common to intern teachers in K-8 classrooms, and address individual concerns. Issues addressed in this course include, but are not limited to, classroom management, effective curriculum and lesson development, identification of learning strategies for special needs students and English language learners, California School Law and legal issues, and the implementation of the California Common Core State Standards (CCSS). This course is specifically designed for direct application of practice by intern teachers.

Prerequisite: Admission to Multiple Subject Credential program, submission of the Clinical Practice application by the deadline and clearance by the department

corequisites: TEP 535 and TEP 575A

TEP 586, Student Teaching Seminar (K-8), 3 Units

The purpose of the seminar is to discuss challenges common to student teachers in K-8 classrooms, and address individual concerns. Issues addressed in this course include, but are not limited to, classroom management, effective curriculum and lesson development, identification of learning strategies for special needs students and English language learners, California School Law and legal issues, and the implementation of the California Common Core State Standards (CCSS).

Prerequisite: Admission to Multiple Subject Credential program, submission of the Clinical Practice application by the deadline and clearance by the department;

corequisites: TEP 536 and TEP 576A

TEP 587, Intern Teaching Seminar (7-12), 3 Units

The purpose of the seminar is to discuss challenges common to teacher candidates in 7-12 classrooms, and address individual concerns. Issues addressed in this course include, but are not limited to, teacher beliefs and their effect on student performance, classroom management, effective curriculum and lesson development, identification of learning strategies for special needs students and English language learners, California School Law and legal issues, and the implementation of current state and local standards and frameworks. This course is specifically designed for direct application of learning by intern teachers. This course assists students to prepare for the California Teaching Performance Assessment (TPA) Culminating Teaching Experience. This is not a TPA preparatory class, but materials and insights from this course assist students to engage the task. Grades from this class do not translate to grades for the TPA. They are two independent entities.

Prerequisite: A school placement for student teaching or an Internship is required for enrollment in the seminar. This course is offered for candidates who have applied and been cleared for clinical practice (student teacher or Intern) prior to the beginning of this class. If you have any questions about the status of your admission to the Teacher Education Program or your enrollment in this course, please call (626) 815-5344. Candidates complete a semester of full-time, supervised clinical practice in subject-matter appropriate public school 7-12 classrooms with all the responsibilities normally included in a teaching assignment;

corequisite: TEP 577B

TEP 588, Student Teaching Seminar (7-12), 3 Units

The purpose of the student teaching seminar is to discuss the challenges common to teacher candidates in 7-12 classrooms, and address individual concerns. Issues addressed in this course include, but are not limited to, teacher beliefs and their effect on student performance, classroom management, effective curriculum and lesson development, identification of learning strategies for special needs students and English language learners, California School Law and legal issues, and the implementation of current state and local standards and frameworks. This course assists students to prepare for the California Teaching Performance Assessment (TPA) Culminating Teaching Experience. This is not a TPA preparatory class, but materials and insights from this course assist students to engage the task. Grades from this class do not translate to grades for the TPA. They are two independent entities.

Prerequisite: A school placement for student teaching or an Internship is required for enrollment in the seminar. This course is offered for candidates who have applied and been cleared for clinical practice (student teacher or Intern) prior to the beginning of this class. If you have any questions about the status of your admission to the Teacher Education Program or your enrollment in this course, please call (626) 815-5344. Candidates complete a semester of full-time, supervised clinical practice in subject-matter appropriate public school 7-12 classrooms with all the responsibilities normally included in a teaching assignment.

Corequisite: TEP578B

TEP 590, Intern Supervision and Support, 1 Unit

This online course is required for candidates who have already completed requisite coursework and are serving on an intern credential without having met remaining requirements necessary to secure a Preliminary Teaching Credential. This course allows interns to continue to work toward meeting requirements while receiving mandated supervision and support. May be repeated four (4) times for credit.

TESP 505, Educational Foundations (K-12), 3 Units

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, implementation of California Common Core State Standards (CCSS). This course is specifically designed for direct application of practice by intern teachers.

Prerequisite: Admission to Multiple Subject, Single Subject or Special Education Credential programs; Multiple Subject

corequisites: TESP 515 and TEP 565A; Single Subject

corequisites: TEP 517 and TEP 567A; Special Education

corequisites: TESP 515 and SPED 565A

TESP 506, Educational Foundations (K-12), 3 Units

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, implementation of California Common Core State Standards (CCSS).

Prerequisite: Admission to Multiple Subject, Single Subject or Special Education Credential programs; Multiple Subject

corequisites: TESP 516 and TEP 566A; Single Subject

corequisites: TEP 518 and TEP 568A; Special Education

corequisites: TESP 516 and SPED 566A

TESP 515, Clinical Experiences in Teaching Reading and Writing (K-12), 3 Units

This course covers the content and methodology of a comprehensive reading program, which include, phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, the four communication skills of listening, speaking, reading, and writing, and the English-language arts Common Core State Standards (CCSS). Specific content knowledge needed in preparation for RICA is also covered in this course. This course is specifically designed for direct application of practice by intern teachers.

Prerequisite: Admission to Multiple Subject or Special Education Credential programs; Multiple Subject

corequisites: TESP 505 and TEP 565A; Special Education

corequisites: TESP 505 and SPED 565A

TESP 516, Clinical Experiences in Teaching Reading and Writing (K-12), 3 Units

This course covers the content and methodology of a comprehensive reading program, which include, phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, the four communication skills of listening, speaking, reading, and writing, and the English-language arts Common Core State Standards (CCSS). Specific content knowledge needed in preparation for RICA is also covered in this course.

Prerequisite: Admission to Multiple Subject or Special Education Credential programs; Multiple Subject

corequisites: TESP 506 and TEP 566A; Special Education

corequisites: TESP 506 and SPED 566A

TESP 555, Clinical Experiences in Teaching English Language Learners (K-12), 3 Units

This course affords teacher candidates opportunities to learn and communicate knowledge and strategies for working with English language learners. This includes examining and experiencing teaching strategies and materials for developing students' receptive and expressive language skills, as well as academic language critical thinking skills. An introduction to theory and principles of second language acquisition, and practice in using SDAIE and ELD strategies form a portion of the course content. Participants examine the most recent California adopted English language and academic content standards for effective instructional design for English learners. This course examines the interactions between students' cultural, linguistic, and ability backgrounds and the wider educational and social community settings. Participants explore culturally responsive teaching strategies that support and enhance educational success for students of diversity and gain knowledge of issues related to cultural contact and cross-cultural interactions. This course assists students to prepare acquire skills for engaging the California Teaching Californian Teacher Performance Assessment (TPA) Designing Instruction. This is not a TPA preparatory class, but materials and insights from this course class assist students to engage the task. Grades from this class do not translate to grades for the TPA. They are two independent entities. This course is specifically designed for direct application of practice by intern teachers.

Prerequisite: Admission to Multiple Subject, Single Subject or Special Education Credential programs; Multiple Subject

corequisites: TEP 525 and TEP 565B; Single Subject

corequisites: TEP 527 and TEP 567B; Special Education

corequisites: SPED 565B

TESP 556, Methods of Teaching English Language Learners (K-12), 3 Units

This course affords teacher candidates opportunities to learn and communicate knowledge and strategies for working with English learners. This includes examining and experiencing teaching strategies and materials for developing students' receptive and expressive language skills, as well as academic language skills. An introduction to theory and principles of second language acquisition, and practice in using SDAIE and ELD strategies form a portion of the course content. Participants examine the most recent California adopted English language and academic content standards for effective instructional design for English learners. This course examines the interactions between students' cultural, linguistic, and ability backgrounds and the wider educational and social community settings. Participants explore culturally responsive teaching strategies that support and enhance educational success for students of diversity and gain knowledge of issues related to cultural contact and cross-cultural interactions. This course assists students to prepare for the California Teaching Performance Assessment (TPA) Designing Instruction. This is not a TPA preparatory class, but materials and insights from this course assist students to engage the task. Grades from this class do not translate to grades for the TPA. They are two independent entities.

Prerequisite: Admission to Multiple Subject, Single Subject or Special Education Credential programs;

Corequisites: Multiple Subject TEP 526 and TEP 566B; Single Subject TEP 528 and TEP 568B; Special Education SPED 566B

Master of Arts in Educational Technology

The Master of Arts in Educational Technology is an advanced degree program available to credentialed educators seeking to become leaders of new and innovative methods for the 21st century, equipped to infuse technology-embedded instruction effectively into K-14 teaching/learning environments and online learning communities.

Candidates gain expertise in digital teaching and e-learning, managing tech-supported curricular tools, global learning and cross-cultural literacy, applications of information and instructional design, internet technologies, digital imagery and digital communications for learning environments, and emerging trends in technologies. The program encompasses a scholarly and constructivist online learning environment that capitalizes on the most relevant pedagogy on technology-infused teaching.

The coursework is sequenced and integrated to progressively develop content, professional and pedagogical knowledge, and dispositions in the field. Students admitted into the online program must complete all coursework online.

Prerequisites

- Applicants must possess 12 semester units of undergraduate or graduate coursework in education.
- For each year of verified full-time teaching, 3 units of prerequisites may be waived.

| Code | Title | Units |
|-----------------|---|-------|
| Term I | | |
| EDTC 511 | Foundations in Educational Technology | 3 |
| EDTC 527 | Special Topics in Educational Technology | 3 |
| Term II | | |
| EDTC 517 | Digital Communications | 3 |
| EDTC 518 | Global Learning/Cross-cultural Classroom | 3 |
| Term III | | |
| EDTC 523 | Educational Applications of Information Design and Hypermedia | 3 |
| EDTC 521 | Digital Imagery for Learning Environments | 3 |
| Term IV | | |
| EDTC 524 | Instructional Design and Development | 3 |
| EDTC 520 | Managing Tech-Supported Curricular Tools | 3 |
| Term V | | |
| EDTC 515 | Emerging Trends in Technology | 3 |
| EDTC 526 | Practicum in Educational Applications of Technology | 3 |
| Total Units | | 30 |

¹ Up to 3 approved units may be transferred in.

Additional Admission Requirements

- Email the program director, Kathleen Bacer, Ed.D. (<http://www.apu.edu/education/faculty/kbacer>), at kbacer@apu.edu describing technology proficiencies, technology goals, and learning styles that may be suitable to the online learning environment and educational technology degree. Also include the model and brand of the computer you will be using for the program, along with your internet service provider.
- A résumé or statement of experience
- Students may not enroll in more than eight units per eight-week session.

Computer and Software Requirements

- A Mac or PC computer running the latest operating system and versions of Firefox, Safari, and Chrome.
- Adobe Acrobat Pro DC, Microsoft Office Suite, Adobe Photoshop Elements, and Adobe Premiere Elements 10

For more information, visit apu.edu/education/programs/masters-in-educational-technology/ or contact program director, Kathleen Fletcher Bacer, Ed.D., at (626) 815-5355 or kbacer@apu.edu or the program coordinator, Mary Biroscak, at (626) 815-5490 or [mbiroscak@apu.edu](mailto:m Biroscak@apu.edu).

Department of Elementary and Secondary Education

The Department of Elementary and Secondary Education offers master's degree and credential programs for candidates seeking a California Preliminary Teaching Credential authorizing them to teach in a public elementary, middle, or high school setting. APU's Multiple Subject Teaching Credential programs prepare teachers for positions at the elementary and middle school level, providing a breadth of knowledge over the K-8 continuum. The Single Subject Teaching Credential programs prepare teachers for positions at the middle and high school levels (6-12), with focus in their specific subject area. The Department of Elementary and Secondary Education assesses all candidates from admission, throughout their program, and up to the recommendation of credentials. Assessment areas include, but are not limited to: CTC program standards, CTC teacher performance expectations, APU student learning outcomes, and teacher candidate dispositions. Candidates are expected to maintain a high level of professional and ethical behavior throughout their program; failure to do so may result in expulsion from the program.

Master of Arts in Education Degree Programs

- Master of Arts in Education: Learning and Technology and Multiple Subject Teaching Credential (p. 378)
- Master of Arts in Education: Learning and Technology and Single Subject Teaching Credential (p. 379)
- Master of Arts in Education: Teaching and Multiple Subject Teaching Credential (p. 380)
- Master of Arts in Education: Teaching and Single Subject Teaching Credential (p. 381)

Preliminary Credential Programs

- Multiple Subject Teaching Credential (p. 382)
- Single Subject Teaching Credential (p. 383)

EDTC 511, Foundations in Educational Technology, 3 Units

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 Units

This class looks at the historical development of educational technology and the social issues influencing its growth and implementation. Attention is also given to a synthesis of research related to the field, professional organizations serving the discipline and emerging innovative uses of educational technology.

EDTC 517, Digital Communications, 3 Units

This course engages students in collaborative, investigative, and reflective learning opportunities through the exploration of relevant digital communication tools. Attention is given to current modes of communication that utilize a digital platform and effective strategies for implementation within teaching/learning environments.

EDTC 518, Global Learning/Cross-cultural Classroom, 3 Units

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 527, Special Topics in Educational Technology, 3 Units

The current technologies, trends, and a variety of special topics in educational technology are explored. The course covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into relevant teaching/learning environments. Different topics may be taken and repeated for credit.

EDUC 504, Teaching and Cultural Diversity, 3 Units

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 507, Family, Community, and School Connections, 3 Units

This course focuses on community dynamics, community building, and parent involvement as essential components in education. Students engage in utilizing asset-based community building strategies in educational practice as they map their school communities, conduct capacity inventories, and develop action plans for parent/community involvement. Students also discuss and define their role in building strong partnerships with all families, especially those in low-income communities of color. Successful school reform models of parent involvement are examined along with their connection to higher student achievement.

EDUC 508, Assessment and Evaluation in Multicultural Classrooms, 3 Units

This course reviews the uses, demands, and limitations of formal, standardized testing practices and embraces assessment of 21st Century Skills. Students explore informal observational assessment, student self-assessment, parental involvement, portfolios, criterion- and performance-based assessment, and assessing critical thinking, creativity, citizenship, collaboration, and problem-solving. The course also provides an introduction to Smarter Balanced Assessment protocols. Finally, students explore ways to assess and improve their own instructional programs and teaching.

EDUC 509, Special Topics in Education, 3 Units

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 Learning and Technology, 1 Unit

This course focuses on introducing and developing proficiency with the essential skills necessary for the Master of Arts in Education: Learning & Technology emphasis. Students utilize a variety of applications and skills necessary for competency in the program. This course must be taken in the first term of the program.

EDUC 527, Emerging Topics in Educational Technology and Learning, 3 Units

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 571, Curriculum Foundations, 3 Units

This master's degree core course is designed to prepare candidates with both a practical and theoretical understanding of curriculum in schooling. The course offers a study of the various approaches of curriculum construction and organization in the schools by examining the principles of curriculum improvement, change, and evaluation. The focus is on the theories, research, and best practices related to planning and developing curriculum and its implementation in schools and classrooms in order to address the needs of students in diverse communities.

EDUC 572, Advanced Educational Psychology, 3 Units

Professional educators apply the latest research findings of contemporary psychologists and educational pedagogies to the challenges of classroom motivation, classroom management, individual differences, learning styles, and evaluation modes. P-12 human development and brain-based learning are incorporated in this course. An emphasis of this course is applying theories into practice.

EDUC 573, Philosophy/Ethics and History of Education, 3 Units

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 Units

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 589A, Research for Educators: Beginning Process, 2 Units

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 Unit

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

TEP 517, Clinical Experiences in Teaching Reading and Writing (7-12), 3 Units

This course includes intensive instruction in reading and language arts methods grounded in methodically sound research. The student of secondary reading and language arts methods includes effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds, examines well-designed systematic instruction programs, and the implementation of California Common Core State Standards (CCSS).

Prerequisites: Admission to Single Subject Credential program;

corequisites: TESP 505 and TEP 567A

TEP 518, Methods of Teaching Reading and Writing (7-12), 3 Units

This course includes intensive instruction in reading and language arts methods grounded in methodically sound research. The study of secondary reading and language arts methods includes effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds, examines well-designed systematic instructional programs, and the implementation of California Common Core State Standards (CCSS).

Prerequisite: Admission to Single Subject Credential program;

corequisites: TESP 506 and TEP 568A

TEP 521, Methods of Teaching Reading and Writing (K-8), 3 Units

This course prepares teacher candidates to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking, aligned to the state-adopted English Language Arts Content Standards, the Reading/Language Arts Framework (2007), and the Common Core State Standards for English-Language Arts (2012). Through application of research-based instructional practices introduced in the course, candidates learn to address the needs of special education students and the full range of diverse learners, as referenced in the framework and the RICA Content Specifications.

TEP 522, Methods of Teaching Mathematics (K-8), 3 Units

This course engages candidates who are in clinical practice (student teaching or intern placements) in discussion of common challenges faced by teacher candidates in secondary classrooms, and also focuses on content-specific pedagogical strategies by subject matter. Issues addressed include, but are not limited to, teacher beliefs and their effect on student performance; classroom management; effective curriculum and lesson development; culturally appropriate pedagogical practices; the "plan, teach, assess, reflect, and apply" cycle; content-specific strategies for teaching and assessing; and preparation for the workforce. Individual concerns and issues raised during student teaching or during the internship are also addressed.

TEP 523, Methods of Teaching Science (K-8), 2 Units

This course introduces credential candidates to K-8 state-adopted Next Generation Science Standards and the 2015-16 Draft Science Framework, as well as science concepts and principles, scientific investigation, experimentation, and student assessment. Emphasis is placed on balanced instruction between disciplinary core ideas, crosscutting concepts, and scientific and engineering practices as described in the Next Generation Science Standards. This course also focuses on facilitating K-8 students' ability to independently read and comprehend instructional materials and graphic/media representations, integrate mathematical concepts and practices in scientific investigations, development of academic language, engagement in disciplinary discourse practices, and understanding the connections between science, society, technology, and the environment. In addition, this course covers the teaching of physical education and health education in grades K-8.

Corequisite: Clinical Practice

TEP 524, Clinical Experiences with Integrating the Humanities/Methods of Integrating the Humanities, 2 Units

This course, intended for students in clinical practice (student teaching or intern placements), introduces ways to connect moral and civic education with the social sciences and the arts through thematic teaching, in ways that comply with state frameworks and academic content standards, specifically focusing on the California Common Core State Standards. Methods discussed utilize a wide range of quality children's literature and performing and visual arts strategies. Emphasis is on a meaning-centered, diverse humanities curriculum designed to promote critical thinking skills and meet the needs of all students, including those with special needs and those from culturally and linguistically diverse backgrounds. This course is designed for direct application of practice.

Corequisite: Clinical Practice

TEP 525, Clinical Experiences in Teaching Mathematics (K-8), 3 Units

This course focuses on the teaching of mathematics in the K-8 classroom, including mathematical content, instructional design, evidence-based research, and best practices in instruction. This course also emphasizes effective teaching through problem solving, communication, collaboration, creativity, and critical thinking. There is a focus on teaching diverse learners using differentiated instructional strategies and the implementation of the California Common Core State Standards (CCSS). This course is specifically designed for direct application of practice by intern teachers.

Prerequisite: Admission to Multiple Subject Credential program;

corequisites: TESP 555 and TEP 565B

TEP 526, Methods of Teaching Mathematics (K-8), 3 Units

This course focuses on the teaching of mathematics in the K-8 classroom, including mathematical content, instructional design, evidence-based research, and best practices in instruction. This course also emphasizes effective teaching through problem solving, communication, collaboration, creativity, and critical thinking. There is a focus on teaching diverse learners using differentiated instructional strategies and the implementation of the California Common Core State Standards (CCSS).

Prerequisite: Admission to Multiple Subject Credential program;

corequisites: TESP 556 and TEP 566B

TEP 527, Clinical Experiences in Teaching Strategies (7-12), 3 Units

Designed for individuals planning to teach middle or high school, this course explores both the teacher's and the students' role in middle/secondary classrooms. This course focuses on the role of the teacher to create positive environments that foster inquiry and promote meaningful learning.

Numerous aspects of middle and high school teaching and learning include: assessing students' knowledge before instruction, designing curriculum, planning lessons, determining and adapting appropriate teaching methods with special attentions given to using differentiated instruction to meet the learning needs of diverse learners, promoting inquiry, fostering dialogue, meeting district and national standards, using technology to promote learning, and assessing students' learning, and the implementation of the California Common Core State Standards (CCSS). All assignments will be completed in the specific subject area for which the individual is seeking the Single Subject Credential. This course is specifically designed for direct application of practice by intern teachers.

Prerequisite: Admission to Single Subject Credential program;

corequisites: TESP 555 and TEP 567B

TEP 528, Teaching Strategies (7-12), 3 Units

Designed for individuals planning to teach middle or high school, this course explores both the teacher's and the students' role in middle/secondary classrooms. This course focuses on the role of the teacher to create positive environments that foster inquiry and promote meaningful learning.

Numerous aspects of middle and high school teaching and learning include: assessing students' knowledge before instruction, designing curriculum, planning lessons, determining and adapting appropriate teaching methods with special attention given to using differentiated instruction to meet the learning needs of diverse learners, promote learning, and assessing students' learning, and assessing students' learning, and the implementation of the California Common Core State Standards (CCSS). All assignments will be completed in the specific subject area for which the individual is seeking the Single Subject Credential.

Prerequisite: Admission to Single Subject Credential program;

corequisites: TESP 556 and TEP 568B

TEP 531, Methods of Teaching Reading and Writing (7-12), 3 Units

This course includes intensive instruction in reading and language arts methods grounded in methodically sound research, to be incorporated in all subject areas. The study of secondary reading and language arts methods includes effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds. Teacher candidates examine well-designed systematic instructional programs, and the implementation of California Common Core State Standards (CCSS) for reading and writing in an integrated fashion with the standards for their subject area.

TEP 532, Secondary Pedagogy I: Teaching in Secondary Schools, 2 Units

This course is designed for individuals who are teaching in middle or high school subject areas, such as math, ELA, social studies, science, art, physical education, music, etc. Teacher candidates in this course explore the teacher's and the students' role in middle and high school classrooms. This course focuses on the history, development, and reform measures of middle and high schools to create positive environments that foster inquiry and promote a meaningful learning setting, including trends addressing cultural diversity. Aspects of middle and high school covered in this course include student-centered learning; critical teaching skills for making lessons relevant to students (including culturally relevant practices); cognitive and behavioral development as it affects curriculum design; lesson planning; differentiated instruction; use of technology; assessment; and intentional, reflective teaching practices. All assignments are completed in the subject area for which the individual is seeking the Single Subject Teaching Credential.

TEP 533, The Differentiated Classroom: Maximizing Capacity of Each Learner, Grades 7-12, 3 Units

This course explores the philosophical and practical aspects of differentiation in classroom practice as characterized by the interdependence of the key aspects of curriculum, instruction, assessment, the learner, and the learning environment. Teacher candidates engage in activities in the clinical practice/intern setting to support the development of a teaching philosophy and practice that cultivates the K-12 learner as an active participant with a shared understanding of an investment in a differentiated classroom. Teacher candidates develop competence in gathering and applying knowledge of K-12 students' achievement, instructional needs, social-emotional needs, cultural and language factors, and other relevant data necessary to improve teaching and learning for all students. Candidates also complete an Individualized Learning Plan to gain competence as a reflective practitioner and further develop the professional knowledge, skills, and dispositions necessary to meet the expectations for beginning teachers as outlined in the California Teaching Performance Expectations.

Corequisite: Clinical Practice

TEP 535, Clinical Experiences in Teaching Science (K-8), 3 Units

This course covers the principles and methodology of teaching science in the elementary school involving institutional design, material selection for hands-on experimentation, and student assessment. Health education and physical education are woven into the course to education candidates on laws pertaining to health, safety, protection, access and educational equity for all students. Emphasis is on effective teaching that utilizes a variety of resources, strategies, reading and writing connections, problem solving, and science and health applications. This course focuses on implementation of the Next Generation Science Standards (NGSS) and the California Common Core State Standards (CCSS). This course is specifically designed for direct application of practice by intern teachers.

Prerequisites: Admission to Multiple Subject Credential program, submission of the Clinical Practice application by the deadline and clearance by the department;

Corequisites: TEP 585 and TEP 575A

TEP 536, Methods of Teaching Science (K-8), 3 Units

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. Health education and physical education are woven into the course to education candidates on laws pertaining to health, safety, protection, access, and educational equity for all students. Emphasis is on effective teaching that utilizes a variety of resources, strategies, reading and writing connections, problem solving, and solving, and science and health applications. This course focuses on implementation of the Next Generation Science Standards (NGSS) and the California Common Core State Standards (CCSS).

Prerequisites: Admission to Multiple Subject Credential program, submission of the Clinical Practice application by the deadline and clearance by the department;

Corequisites: TEP 586 and TEP 576A

TEP 545, Clinical Experiences with Integrating the Humanities (K-8), 3 Units

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 which are in compliance with state frameworks and academic content standards with a specific focus on the implementation of California Common Core State Standards (CCSS). 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 deigned for direct application of practice by intern teachers.

Prerequisite: Admission to Multiple Subject Credential program, submission of the Clinical Practice application by the deadline and clearance by the department;

corequisite: TEP 575B

TEP 546, Methods of Integrating the Humanities (K-8), 3 Units

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 which are in compliance with state framework and academic content standards with a specific focus on the implementation of California Common Core State Standards (CCSS). Emphasis is on 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, submission of the Clinical Practice application by the deadline and clearance by the department;

corequisite: TEP 576B

TEP 547, Clinical Experiences in Curriculum Planning and Assessment (7-12), 3 Units

This course emphasizes the use of multiple methods to assess student learning in K-12 classrooms, development and assessment of performance-based tasks, and objective and standardized tests. Participants will understand not only the basics of assessment techniques, but will also learn to think critically, analyze, and make inferences to improve students' learning. Participants will develop a thematic 5-lesson unit integrating three different content areas along with the assessment plan in order to meet the unit/lessons' Common Core, academic content standards, and lesson objectives. This course assists students to prepare for the California Teacher Performance Assessment (TPA) Assessing Learning. This is not a TPA preparatory class, but materials and insights from this course assist students to engage the task. Grades from this class do not translate to grades for the TPA. They are two independent entities.

Prerequisite: Admission to Single Subject Credential program, submission of the Clinical Practice application by the deadline and clearance by the department;

corequisite: TEP 577A

TEP 548, Curriculum Planning and Assessment (7-12), 3 Units

This course emphasizes the use of multiple methods to assess student learning in K-12 classrooms, development and assessment of performance-based tasks, and objective and standardized tests. Participants will understand not only the basics of assessment techniques, but will also learn to think critically, analyze, and make inferences to improve students' learning. Participants will develop a thematic 5-lesson unit integrating three different content areas along with the assessment plan in order to meet the unit/lessons' Common Core, academic content standards, and lesson objectives. This course assists students to prepare for the California Teacher Performance Assessment (TPA) Assessing Learning. This is not a TPA preparatory class, but materials and insights from this course assist students to engage the task. Grades from this class do not translate to grades for the TPA. They are two independent entities.

Prerequisite: Admission to Single Subject Credential program, submission of the Clinical Practice application by the deadline and clearance by the department prior to registering for the course;

corequisite: TEP 578A

TEP 551, Clinical Practice I: Multiple Subject Credential, 2 Units

Clinical practice provides teacher candidates with a final preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the supervised semester, according to standards set by the Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE). Clinical practice provides an experience-based program in which teacher candidates and contracted credentialed candidates have opportunities to participate as classroom teachers in schools while supervised by a university mentor. Focus is given to many areas of background learning and coordinates those areas into a meaningful set of experiences.

TEP 552, Clinical Practice II: Multiple Subject Credential, 2 Units

Clinical practice provides teacher candidates with a final preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the supervised semester, according to standards set by the Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE). Clinical practice provides an experience-based program in which teacher candidates and contracted credentialed candidates have opportunities to participate as classroom teachers in schools while supervised by a university mentor. Focus is given to many areas of background learning and coordinates those areas into a meaningful set of experiences.

Prerequisite: TEP 551

TEP 561, Clinical Practice I: Single Subject Credential, 2 Units

Clinical practice provides teacher candidates with a final preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the supervised semester, according to standards set by the Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE). Clinical practice provides an experience-based program in which teacher candidates and contracted credentialed candidates have opportunities to participate as classroom teachers in schools while supervised by a university mentor. Focus is given to many areas of background learning and coordinates those areas into a meaningful set of experiences.

TEP 562, Clinical Practice II: Single Subject Credential, 2 Units

Clinical practice provides teacher candidates with a final preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the supervised semester, according to standards set by the Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE). Clinical practice provides an experience-based program in which teacher candidates and contracted credentialed candidates have opportunities to participate as classroom teachers in schools while supervised by a university mentor. Focus is given to many areas of background learning and coordinates those areas into a meaningful set of experiences.

Prerequisite: TEP 561

TEP 565A, Field Experience I (K-8), 1 Unit

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 TESP 505 and TESP 515

TEP 565B, Field Experience II (K-8), 1 Unit

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 TESP 555

TEP 566A, Field Experience I (K-8), 1 Unit

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, TESP 506, and TESP 516

TEP 566B, Field Experience II (K-8), 1 Unit

This course offers an introductory exploration of public schools integrating field experience in the classroom with concurrent credential methods coursework. Students complete two consecutive terms, earning one unit of credit for a minimum of 30 hours of field experience completed during each term. This course enables the institution to determine when candidates are ready to begin daily, supervised teaching.

Prerequisites: Admission to Multiple Subject Credential program and TEP 566A;

corequisites: Multiple Subject TEP 526 and TESP 556; special education students, please see advisor for corequisites

TEP 567A, Field Experience I (7-12), 1 Unit

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: TESP 505 and TEP 517

TEP 567B, Field Experience II (7-12), 1 Unit

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 TESP 555

TEP 568A, Field Experience I (7-12), 1 Unit

This course offers an introductory exploration of public schools integrating field experience in the classroom with concurrent credential methods coursework. Students complete two consecutive terms, earning 1 unit of credit for a minimum of 30 hours of field experience completed during each term. This course enables the institution to determine when candidates are ready to begin daily, supervised teaching.

Prerequisite: Admission to Single Subject Credential program;

corequisites: TESP 506 and TEP 518

TEP 568B, Field Experience II (7-12), 1 Unit

This course offers an introductory exploration of public schools integrating field experience in the classroom with concurrent credential methods coursework. Students complete two consecutive terms, earning 1 unit of credit for a minimum of 30 hours of field experience completed during each term. This course enables the institution to determine when candidates are ready to begin daily, supervised teaching.

Prerequisite: Admission to Single Subject Credential program and TEP 568A;

corequisites: TEP 528 and TESP 556

TEP 575A, Clinical Practice I (Contract Teaching, K-8), 2 Units

Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in public schools as an intern teacher under contract. With permission granted by the multiple subject program director, a teaching contract in a WASC-approved private school may be used for this requirement. The contracted teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site.

Prerequisites: Admission to Multiple Subject Credential program, and student must turn in a Clinical Practice application and be cleared by the department prior to registering for this course.

Corequisites: TEP 535 and TEP 585

TEP 575B, Clinical Practice II (Contract Teaching, K-8), 2 Units

Credit is given for a nine-week term in Fall II or Spring II of full-time supervised teaching in public schools as an intern teacher under contract. With permission granted by the multiple subject program director, a teaching contract in a WASC-approved private school may be used for this requirement. The contracted teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site.

Prerequisites: Admission to Multiple Subject Credential program and TEP 575A;

corequisite: TEP 545

TEP 576A, Clinical Practice I (Student Teaching, K-8), 2 Units

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 SB 2042 Preliminary Multiple Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by October 1 for the spring semester.

Prerequisites: Admission to Multiple Subject Credential program; student must submit application and be cleared prior to student teaching;

corequisites: TEP 536 and TEP 586

TEP 576B, Clinical Practice II (Student Teaching, K-8), 2 Units

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 SB 2042 Preliminary Multiple Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by October 1 for the spring semester.

Prerequisites: Admission to Multiple Subject Credential program and TEP 576A;

corequisite: TEP 546

TEP 577A, Clinical Practice I (Contract Teaching, 7-12), 2 Units

Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in public schools as an intern teacher under contract. With permission granted by the single subject program director, a teaching contract in a WASC-approved private school may be used for this requirement. The contracted teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site.

Prerequisite: Admission to Single Subject Credential program; student must submit application and be cleared prior to intern teaching;

corequisite: TEP 547

TEP 577B, Clinical Practice II (Contract Teaching, 7-12), 2 Units

Credit is given for a nine-week term in Fall II or Spring II, of full-time supervised intern teaching in public schools as an intern teacher under contract. With permission granted by the single subject program director, a teaching contract in a WASC-approved private school may be used for this requirement. The contracted teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site. The contracted teachers attend a mandatory seminar during TEP 577B to complete the California Commission on Teacher Credentialing requirements for the final Teacher Performance Assessment.

Prerequisites: Admission to teacher education program; and TEP 577A;

corequisite: TEP 587

TEP 578A, Clinical Practice I (Student Teaching, 7-12), 2 Units

Students complete a semester of full-time, supervised student teaching in appropriate public school 7-12 classrooms. 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 SB 2042 Preliminary Single Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by October 1 for the spring semester.

Prerequisites: 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 Units

Students complete a semester of full-time, supervised student teaching in appropriate public school 7-12 classrooms. 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 SB 2042 Preliminary Single Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by October 1 for the spring semester.

Prerequisites: Admission to Single Subject Credential program and TEP 578A;

corequisite: TEP 588

TEP 585, Intern Teaching Seminar (K-8), 3 Units

The purpose of the seminar is to discuss challenges common to intern teachers in K-8 classrooms, and address individual concerns. Issues addressed in this course include, but are not limited to, classroom management, effective curriculum and lesson development, identification of learning strategies for special needs students and English language learners, California School Law and legal issues, and the implementation of the California Common Core State Standards (CCSS). This course is specifically designed for direct application of practice by intern teachers.

Prerequisite: Admission to Multiple Subject Credential program, submission of the Clinical Practice application by the deadline and clearance by the department

corequisites: TEP 535 and TEP 575A

TEP 586, Student Teaching Seminar (K-8), 3 Units

The purpose of the seminar is to discuss challenges common to student teachers in K-8 classrooms, and address individual concerns. Issues addressed in this course include, but are not limited to, classroom management, effective curriculum and lesson development, identification of learning strategies for special needs students and English language learners, California School Law and legal issues, and the implementation of the California Common Core State Standards (CCSS).

Prerequisite: Admission to Multiple Subject Credential program, submission of the Clinical Practice application by the deadline and clearance by the department;

corequisites: TEP 536 and TEP 576A

TEP 587, Intern Teaching Seminar (7-12), 3 Units

The purpose of the seminar is to discuss challenges common to teacher candidates in 7-12 classrooms, and address individual concerns. Issues addressed in this course include, but are not limited to, teacher beliefs and their effect on student performance, classroom management, effective curriculum and lesson development, identification of learning strategies for special needs students and English language learners, California School Law and legal issues, and the implementation of current state and local standards and frameworks. This course is specifically designed for direct application of learning by intern teachers. This course assists students to prepare for the California Teaching Performance Assessment (TPA) Culminating Teaching Experience. This is not a TPA preparatory class, but materials and insights from this course assist students to engage the task. Grades from this class do not translate to grades for the TPA. They are two independent entities.

Prerequisite: A school placement for student teaching or an Internship is required for enrollment in the seminar. This course is offered for candidates who have applied and been cleared for clinical practice (student teacher or Intern) prior to the beginning of this class. If you have any questions about the status of your admission to the Teacher Education Program or your enrollment in this course, please call (626) 815-5344. Candidates complete a semester of full-time, supervised clinical practice in subject-matter appropriate public school 7-12 classrooms with all the responsibilities normally included in a teaching assignment;

corequisite: TEP 577B

TEP 588, Student Teaching Seminar (7-12), 3 Units

The purpose of the student teaching seminar is to discuss the challenges common to teacher candidates in 7-12 classrooms, and address individual concerns. Issues addressed in this course include, but are not limited to, teacher beliefs and their effect on student performance, classroom management, effective curriculum and lesson development, identification of learning strategies for special needs students and English language learners, California School Law and legal issues, and the implementation of current state and local standards and frameworks. This course assists students to prepare for the California Teaching Performance Assessment (TPA) Culminating Teaching Experience. This is not a TPA preparatory class, but materials and insights from this course assist students to engage the task. Grades from this class do not translate to grades for the TPA. They are two independent entities.

Prerequisite: A school placement for student teaching or an Internship is required for enrollment in the seminar. This course is offered for candidates who have applied and been cleared for clinical practice (student teacher or Intern) prior to the beginning of this class. If you have any questions about the status of your admission to the Teacher Education Program or your enrollment in this course, please call (626) 815-5344. Candidates complete a semester of full-time, supervised clinical practice in subject-matter appropriate public school 7-12 classrooms with all the responsibilities normally included in a teaching assignment.

Corequisite: TEP578B

TEP 590, Intern Supervision and Support, 1 Unit

This online course is required for candidates who have already completed requisite coursework and are serving on an intern credential without having met remaining requirements necessary to secure a Preliminary Teaching Credential. This course allows interns to continue to work toward meeting requirements while receiving mandated supervision and support. May be repeated four (4) times for credit.

TESP 505, Educational Foundations (K-12), 3 Units

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, implementation of California Common Core State Standards (CCSS). This course is specifically designed for direct application of practice by intern teachers.

Prerequisite: Admission to Multiple Subject, Single Subject or Special Education Credential programs; Multiple Subject

corequisites: TESP 515 and TEP 565A; Single Subject

corequisites: TEP 517 and TEP 567A; Special Education

corequisites: TESP 515 and SPED 565A

TESP 506, Educational Foundations (K-12), 3 Units

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, implementation of California Common Core State Standards (CCSS).

Prerequisite: Admission to Multiple Subject, Single Subject or Special Education Credential programs; Multiple Subject

corequisites: TESP 516 and TEP 566A; Single Subject

corequisites: TEP 518 and TEP 568A; Special Education

corequisites: TESP 516 and SPED 566A

TESP 515, Clinical Experiences in Teaching Reading and Writing (K-12), 3 Units

This course covers the content and methodology of a comprehensive reading program, which include, phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, the four communication skills of listening, speaking, reading, and writing, and the English-language arts Common Core State Standards (CCSS). Specific content knowledge needed in preparation for RICA is also covered in this course. This course is specifically designed for direct application of practice by intern teachers.

Prerequisite: Admission to Multiple Subject or Special Education Credential programs; Multiple Subject

corequisites: TESP 505 and TEP 565A; Special Education

corequisites: TESP 505 and SPED 565A

TESP 516, Clinical Experiences in Teaching Reading and Writing (K-12), 3 Units

This course covers the content and methodology of a comprehensive reading program, which include, phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, the four communication skills of listening, speaking, reading, and writing, and the English-language arts Common Core State Standards (CCSS). Specific content knowledge needed in preparation for RICA is also covered in this course.

Prerequisite: Admission to Multiple Subject or Special Education Credential programs; Multiple Subject

corequisites: TESP 506 and TEP 566A; Special Education

corequisites: TESP 506 and SPED 566A

TESP 555, Clinical Experiences in Teaching English Language Learners (K-12), 3 Units

This course affords teacher candidates opportunities to learn and communicate knowledge and strategies for working with English language learners. This includes examining and experiencing teaching strategies and materials for developing students' receptive and expressive language skills, as well as academic language critical thinking skills. An introduction to theory and principles of second language acquisition, and practice in using SDAIE and ELD strategies form a portion of the course content. Participants examine the most recent California adopted English language and academic content standards for effective instructional design for English learners. This course examines the interactions between students' cultural, linguistic, and ability backgrounds and the wider educational and social community settings. Participants explore culturally responsive teaching strategies that support and enhance educational success for students of diversity and gain knowledge of issues related to cultural contact and cross-cultural interactions. This course assists students to prepare acquire skills for engaging the California Teaching Californian Teacher Performance Assessment (TPA) Designing Instruction. This is not a TPA preparatory class, but materials and insights from this course class assist students to engage the task. Grades from this class do not translate to grades for the TPA. They are two independent entities. This course is specifically designed for direct application of practice by intern teachers.

Prerequisite: Admission to Multiple Subject, Single Subject or Special Education Credential programs; Multiple Subject

corequisites: TEP 525 and TEP 565B; Single Subject

corequisites: TEP 527 and TEP 567B; Special Education

corequisites: SPED 565B

TESP 556, Methods of Teaching English Language Learners (K-12), 3 Units

This course affords teacher candidates opportunities to learn and communicate knowledge and strategies for working with English learners. This includes examining and experiencing teaching strategies and materials for developing students' receptive and expressive language skills, as well as academic language skills. An introduction to theory and principles of second language acquisition, and practice in using SDAIE and ELD strategies form a portion of the course content. Participants examine the most recent California adopted English language and academic content standards for effective instructional design for English learners. This course examines the interactions between students' cultural, linguistic, and ability backgrounds and the wider educational and social community settings. Participants explore culturally responsive teaching strategies that support and enhance educational success for students of diversity and gain knowledge of issues related to cultural contact and cross-cultural interactions. This course assists students to prepare for the California Teaching Performance Assessment (TPA) Designing Instruction. This is not a TPA preparatory class, but materials and insights from this course assist students to engage the task. Grades from this class do not translate to grades for the TPA. They are two independent entities.

Prerequisite: Admission to Multiple Subject, Single Subject or Special Education Credential programs;

Corequisites: Multiple Subject TEP 526 and TEP 566B; Single Subject TEP 528 and TEP 568B; Special Education SPED 566B

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

Azusa Pacific University's Master of Arts in Education: Learning and Technology and Multiple Subject Teaching Credential program prepares candidates to earn a Master of Arts in Education: Learning and Technology degree along with an embedded California Multiple Subject Preliminary Teaching Credential. This program includes comprehensive foundations courses emphasizing methods alongside specialization courses providing content required for the multiple subject credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Advanced coursework in the emphasis area of learning and technology provides candidates with the knowledge to effectively design

and infuse technology-embedded curriculum into K-8 teaching and learning environments. The mode of delivery includes face-to-face, campus-based classes, field experiences, and online courses.

Approved by the California Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP), Azusa Pacific University's Multiple Subject Teaching Credential program comprises specific methods courses that are accompanied by practical classroom applications and field experiences in both primary and upper-elementary school assignments.

Upon completion, the candidate will have earned both a Preliminary Multiple Subject Teaching Credential and a Master of Arts in Education: Learning and Technology degree.

Check with the Division of Teacher Education (<http://www.apu.edu/education/teacher>) for locations in which this program is offered.

Computer and Software Requirements for Learning and Technology Emphasis:

- A Mac or PC laptop or notebook running the latest operating system with a word processing program

Course Requirements

| Code | Title | Units |
|---|--|-------|
| Foundations Courses ¹ | | |
| TESP 501 | Art of Teaching I: Foundations of Teaching | 3 |
| TESP 511 | Art of Teaching II: Pedagogy and Instructional Design | 3 |
| TESP 502 | Science of Teaching I: How Students Learn | 3 |
| TESP 512 | Science of Teaching II: Effective Assessment Strategies for All Learners | 3 |
| TESP 503 | The Soul of Teaching: Finding One's Place in the Tapestry of American Education | 3 |
| TESP 504 | Schools and Educational Systems | 3 |
| Specialization Courses | | |
| TEP 521 | Methods of Teaching Reading and Writing (K-8) | 3 |
| TEP 522 | Methods of Teaching Mathematics (K-8) | 3 |
| TEP 523 | Methods of Teaching Science (K-8) | 2 |
| TEP 524 | Clinical Experiences with Integrating the Humanities/Methods of Integrating the Humanities | 2 |
| TEP 551 | Clinical Practice I: Multiple Subject Credential | 2 |
| TEP 552 | Clinical Practice II: Multiple Subject Credential | 2 |
| Emphasis Courses | | |
| EDUC 540 | Essentials in Learning and Technology | 1 |
| EDUC 546 | Digital Communications | 3 |
| EDUC 547 | Special Topics in Educational Technology | 3 |
| EDUC 548 | Emerging Trends in Technology | 3 |
| EDUC 549 | Capstone Experience in Learning and Technology | 2 |
| Total Units | | 44 |

¹ All Foundation Courses must be completed prior to beginning clinical practice.

NOTE: A maximum of eight units may be taken per eight-week session. 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 Commence and/or Graduate form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms>) must be completed and fees paid by the deadlines set by the registrar.

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

Azusa Pacific University's Master of Arts in Education: Learning and Technology and Single Subject Teaching Credential program prepares candidates to earn a Master of Arts in Education: Learning and Technology degree along with an embedded California Single Subject Preliminary Teaching Credential. This program includes comprehensive foundations courses emphasizing methods alongside specialization courses providing content required for the single subject credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in

diverse settings. Advanced coursework in the emphasis area of learning and technology provides candidates with the knowledge to effectively design and infuse technology-embedded curriculum into 7-12 grade teaching and learning environments. The mode of delivery includes face-to-face, campus-based classes, field experiences, and online courses.

The Master of Arts in Education: Learning and Technology is approved by the California Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP).

Upon completion, the candidate will have earned both a Preliminary Single Subject Teaching Credential and a Master of Arts in Education: Learning and Technology degree.

Check with the Division of Teacher Education (<http://www.apu.edu/education/teacher>) for locations in which this program is offered.

Computer and Software Requirements for Learning and Technology Emphasis:

- A Mac or PC laptop or notebook running the latest operating system with a word processing program

Course Requirements

| Code | Title | Units |
|--|---|-------|
| Foundation Courses ¹ | | |
| TESP 501 | Art of Teaching I: Foundations of Teaching | 3 |
| TESP 511 | Art of Teaching II: Pedagogy and Instructional Design | 3 |
| TESP 502 | Science of Teaching I: How Students Learn | 3 |
| TESP 512 | Science of Teaching II: Effective Assessment Strategies for All Learners | 3 |
| TESP 503 | The Soul of Teaching: Finding One's Place in the Tapestry of American Education | 3 |
| TESP 504 | Schools and Educational Systems | 3 |
| Specialization Courses | | |
| TEP 531 | Methods of Teaching Reading and Writing (7-12) | 3 |
| TEP 532 | Secondary Pedagogy I: Teaching in Secondary Schools | 2 |
| TEP 533 | The Differentiated Classroom: Maximizing Capacity of Each Learner, Grades 7-12 | 3 |
| TEP 534 | Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment | 2 |
| TEP 561 | Clinical Practice I: Single Subject Credential | 2 |
| TEP 562 | Clinical Practice II: Single Subject Credential | 2 |
| Emphasis Courses | | |
| EDUC 540 | Essentials in Learning and Technology | 1 |
| EDUC 546 | Digital Communications | 3 |
| EDUC 547 | Special Topics in Educational Technology: Learning in the 21st Century | 3 |
| EDUC 548 | Emerging Trends in Technology | 3 |
| EDUC 549 | Capstone Experience in Learning and Technology | 2 |
| Total Units | | 44 |

¹ All Foundation Courses must be completed prior to beginning clinical practice.

NOTE: A maximum of eight units may be taken per eight-week session. 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 Commence and/or Graduate form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms>) must be completed and fees paid by the deadlines set by the registrar.

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

Azusa Pacific University's Master of Arts in Education: Teaching and Multiple Subject Teaching Credential program prepares candidates to earn a Master of Arts in Education: Teaching degree along with an embedded California Multiple Subject Preliminary Teaching Credential. This program includes comprehensive foundations courses emphasizing methods alongside specialization courses providing content required for the multiple subject credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Advanced coursework in the emphasis area of teaching provides the context for evaluation, analysis, and continuous improvement of teaching practices and programs, providing breadth to a rich and robust program. The mode of delivery includes face-to-face, campus-based classes, field experiences, and online courses.

The Master of Arts in Education: Teaching is approved by the California Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP).

Upon completion, the credential candidate will have earned both a California Multiple Subject Preliminary Teaching Credential and a Master of Arts in Education: Teaching.

Check with the Division of Teacher Education (<http://www.apu.edu/education/teacher>) for locations at which this program is offered.

Course Requirements

| Code | Title | Units |
|---|--|-------|
| Foundations Courses ¹ | | |
| TESP 501 | Art of Teaching I: Foundations of Teaching | 3 |
| TESP 511 | Art of Teaching II: Pedagogy and Instructional Design | 3 |
| TESP 502 | Science of Teaching I: How Students Learn | 3 |
| TESP 512 | Science of Teaching II: Effective Assessment Strategies for All Learners | 3 |
| TESP 503 | The Soul of Teaching: Finding One's Place in the Tapestry of American Education | 3 |
| TESP 504 | Schools and Educational Systems | 3 |
| Specialization Courses | | |
| TEP 521 | Methods of Teaching Reading and Writing (K-8) | 3 |
| TEP 522 | Methods of Teaching Mathematics (K-8) | 3 |
| TEP 523 | Methods of Teaching Science (K-8) | 2 |
| TEP 524 | Clinical Experiences with Integrating the Humanities/Methods of Integrating the Humanities | 2 |
| TEP 551 | Clinical Practice I: Multiple Subject Credential | 2 |
| TEP 552 | Clinical Practice II: Multiple Subject Credential | 2 |
| Emphasis Courses | | |
| EDUC 530 | Introduction to Research for Practitioners | 1 |
| EDUC 536 | Family, Community, and School Connections | 3 |
| EDUC 537 | Curriculum Development, Revision, and Evaluation Process | 3 |
| EDUC 538 | Current Issues in Education | 3 |
| EDUC 539 | Capstone Seminar | 2 |
| Total Units | | 44 |

¹ All Foundation Courses must be completed prior to beginning clinical practice.

NOTE: A maximum of eight units may be taken per term. 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 Commence and/or Graduate form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms>) must be completed and fees paid by the deadlines set by the registrar.

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

Azusa Pacific University's Master of Arts in Education: Teaching and Single Subject Teaching Credential program prepares candidates to earn a Master of Arts in Education: Teaching degree along with an embedded California Single Subject Preliminary Teaching Credential. This program includes comprehensive foundations courses emphasizing methods alongside specialization courses providing content required for the single subject credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Advanced coursework in the emphasis area of teaching provides the context for evaluation, analysis, and continuous improvement of teaching practices and programs, providing breadth to a rich and robust program. The mode of delivery includes face-to-face, campus-based classes, field experiences, and online courses.

The Master of Arts in Education: Teaching is approved by the California Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP).

Upon completion, the credential candidate will have earned both a California Single Subject Preliminary Teaching Credential and a Master of Arts in Education: Teaching.

Check with the Division of Teacher Education (<http://www.apu.edu/education/teacher>) for locations at which this program is offered.

Course Requirements

| Code | Title | Units |
|---|---|-------|
| Foundations Courses ¹ | | |
| TESP 501 | Art of Teaching I: Foundations of Teaching | 3 |
| TESP 511 | Art of Teaching II: Pedagogy and Instructional Design | 3 |
| TESP 502 | Science of Teaching I: How Students Learn | 3 |
| TESP 512 | Science of Teaching II: Effective Assessment Strategies for All Learners | 3 |
| TESP 503 | The Soul of Teaching: Finding One's Place in the Tapestry of American Education | 3 |
| TESP 504 | Schools and Educational Systems | 3 |
| Specialization Courses | | |
| TEP 531 | Methods of Teaching Reading and Writing (7-12) | 3 |
| TEP 532 | Secondary Pedagogy I: Teaching in Secondary Schools | 2 |
| TEP 533 | The Differentiated Classroom: Maximizing Capacity of Each Learner, Grades 7-12 | 3 |
| TEP 534 | Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment | 2 |
| TEP 561 | Clinical Practice I: Single Subject Credential | 2 |
| TEP 562 | Clinical Practice II: Single Subject Credential | 2 |
| Emphasis Courses | | |
| EDUC 530 | Introduction to Research for Practitioners | 1 |
| EDUC 536 | Family, Community, and School Connections | 3 |
| EDUC 537 | Curriculum Development, Revision, and Evaluation Process | 3 |
| EDUC 538 | Current Issues in Education | 3 |
| EDUC 539 | Capstone Seminar | 2 |
| Total Units | | 44 |

¹ All Foundation Courses must be completed prior to beginning clinical practice.

NOTE: A maximum of eight units may be taken per term. 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 Commence and/or Graduate form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms>) must be completed and fees paid by the deadlines set by the registrar.

Multiple Subject Teaching Credential

Azusa Pacific University's Multiple Subject Preliminary Teaching Credential program prepares candidates to earn a California Multiple Subject Preliminary Teaching Credential. This rigorous program includes comprehensive foundations courses emphasizing methods, alongside specialization courses providing content required for the multiple subject credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Available modes of delivery include face-to-face, campus-based classes and field experiences.

| Code | Title | Units |
|-------------|--|-------|
| TESP 501 | Art of Teaching I: Foundations of Teaching | 3 |
| TESP 511 | Art of Teaching II: Pedagogy and Instructional Design | 3 |
| TESP 502 | Science of Teaching I: How Students Learn | 3 |
| TESP 512 | Science of Teaching II: Effective Assessment Strategies for All Learners | 3 |
| TESP 503 | The Soul of Teaching: Finding One's Place in the Tapestry of American Education | 3 |
| TESP 504 | Schools and Educational Systems | 3 |
| TEP 521 | Methods of Teaching Reading and Writing (K-8) | 3 |
| TEP 522 | Methods of Teaching Mathematics (K-8) | 3 |
| TEP 523 | Methods of Teaching Science (K-8) | 2 |
| TEP 524 | Clinical Experiences with Integrating the Humanities/Methods of Integrating the Humanities | 2 |
| TEP 551 | Clinical Practice I: Multiple Subject Credential | 2 |
| TEP 552 | Clinical Practice II: Multiple Subject Credential | 2 |
| Total Units | | 32 |

NOTE: A maximum of nine units may be taken per term. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the candidate will be recommended for a teaching credential. Candidates should meet with their credential analyst (<http://www.apu.edu/education/resources/credentials>) for information regarding the credential application process.

Single Subject Teaching Credential

Azusa Pacific University's Single Subject Preliminary Teaching Credential program prepares candidates to earn a California Single Subject Preliminary Teaching Credential. This rigorous program includes comprehensive foundations courses emphasizing methods, alongside specialization courses providing content required for the single subject credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Available modes of delivery include face-to-face, campus-based classes and field experiences.

| Code | Title | Units |
|-------------|---|-------|
| TESP 501 | Art of Teaching I: Foundations of Teaching | 3 |
| TESP 511 | Art of Teaching II: Pedagogy and Instructional Design | 3 |
| TESP 502 | Science of Teaching I: How Students Learn | 3 |
| TESP 512 | Science of Teaching II: Effective Assessment Strategies for All Learners | 3 |
| TESP 503 | The Soul of Teaching: Finding One's Place in the Tapestry of American Education | 3 |
| TESP 504 | Schools and Educational Systems | 3 |
| TEP 531 | Methods of Teaching Reading and Writing (7-12) | 3 |
| TEP 532 | Secondary Pedagogy I: Teaching in Secondary Schools | 2 |
| TEP 533 | The Differentiated Classroom: Maximizing Capacity of Each Learner, Grades 7-12 | 3 |
| TEP 534 | Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment | 2 |
| TEP 561 | Clinical Practice I: Single Subject Credential | 2 |
| TEP 562 | Clinical Practice II: Single Subject Credential | 2 |
| Total Units | | 32 |

NOTE: A maximum of nine units may be taken per term. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the candidate will be recommended for a teaching credential. Candidates should meet with their Credential Analyst (<http://www.apu.edu/education/resources/credentials>) for information regarding the credential application process.

Department of Special Education

The Department of Special Education offers master's degree and credential programs for candidates seeking a California Preliminary Education Specialist Credential with either a mild/moderate or moderate/severe disabilities specialization authorizing them to teach in the public K-12 environment. All Preliminary Education Specialist Credential programs are approved by the California Commission on Teacher Credentialing (CTC).

APU candidates are prepared to work in schools as education specialists. Candidates must demonstrate the content, pedagogical, and professional knowledge, writing skills, and dispositions necessary to help all children learn. APU candidates are highly regarded in fulfilling these high professional standards. The Department of Special Education assesses all candidates from admission, throughout their program, and up to the recommendation of credentials. Assessment areas include, but are not limited to: CTC education specialist standards, CTC teacher performance expectations for education specialists, APU student learning outcomes, and teacher candidate dispositions. Candidates are expected to maintain a high level of professional and ethical behavior throughout their program. Failure to do so may result in expulsion from the program.

Master's Degree Programs

- Master of Arts in Education: Learning and Technology and Mild/Moderate Disabilities Education Specialist Credential (p. 394)
- Master of Arts in Education: Learning and Technology and Moderate/Severe Disabilities Education Specialist Credential (p. 395)
- Master of Arts in Education: Special Education and Mild/Moderate Disabilities Education Specialist Credential (p. 396)
- Master of Arts in Education: Special Education and Moderate/Severe Disabilities Education Specialist Credential (p. 397)

Education Specialist Preliminary Credential and Added Authorization Programs

- Mild/Moderate Disabilities Education Specialist Credential (p. 398)
- Moderate/Severe Disabilities Education Specialist Credential (p. 398)
- Credential Added Authorization: Autism Spectrum Disorders (p. 393)

EDTC 511, Foundations in Educational Technology, 3 Units

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 Units

This class looks at the historical development of educational technology and the social issues influencing its growth and implementation. Attention is also given to a synthesis of research related to the field, professional organizations serving the discipline and emerging innovative uses of educational technology.

EDTC 517, Digital Communications, 3 Units

This course engages students in collaborative, investigative, and reflective learning opportunities through the exploration of relevant digital communication tools. Attention is given to current modes of communication that utilize a digital platform and effective strategies for implementation within teaching/learning environments.

EDTC 518, Global Learning/Cross-cultural Classroom, 3 Units

This course focuses on the use of technology to develop global, cultural, geographical, environmental, and sociopolitical understanding. Students engage their own classrooms in global learning projects as a vehicle to promote cross-cultural literacy, a necessary skill for the global workforce and the 21st century.

EDTC 520, Managing Tech-Supported Curricular Tools, 3 Units

This course explores managing various technology-supported curricular tools applicable to leadership and instruction in the educational environment. Topics include leadership roles in technology, technology planning, computer applications, and designing a technology implementation plan.

EDTC 521, Digital Imagery for Learning Environments, 3 Units

This course covers a variety of digital imaging and audio applications and their operating tools utilized for teaching/learning environments. Students develop the skills necessary to create, design, and manipulate images along with editing video and audio for digital and/or interactive media.

EDTC 523, Educational Applications of Information Design and Hypermedia, 3 Units

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 Units

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 Units

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 Units

The current technologies, trends, and a variety of special topics in educational technology are explored. The course covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into relevant teaching/learning environments. Different topics may be taken and repeated for credit.

SPED 500, Special Topics, 1-3 Units

This course allows students to complete unit requirements for their credential or degree in special education.

SPED 501, Instructional Strategies for Students with Moderate/Severe Disabilities, 3 Units

This course examines the instructional strategies, instructional methodology, and materials for teaching individuals with moderate/severe disabilities. It focuses on research-based instructional strategies that permit access to the CORE curriculum and grade-level standards, functional academics, life skills, and adaptations and modifications to Core curriculum and California State Standards.

SPED 502, Diagnosis and Prescriptive Intervention for Students with Moderate/Severe Disabilities, 3 Units

This course provides candidates with the knowledge and skills about assessment procedures and remediation strategies to support students with moderate/severe disabilities. The student develops skills by gathering information from a variety of formal and informal sources. Each candidate demonstrates knowledge of principles and strategies of assessment, curriculum, and instruction, and utilizes assessment data to develop IEP goals, objectives, adaptations, and instructional plans.

SPED 503, Behavioral Support to Students with Moderate/Severe Disabilities, 3 Units

This course provides the candidate with the skills and legal framework essential to the development of positive behavior supports and self-management outcomes for students with moderate/severe disabilities. Candidates examine the biological, neurological, and psychological foundations of behavior disorders, appropriate communication, and management strategies that are aligned with instructional practices. The foundations of functional analysis of behavior leading to positive behavior intervention plans are examined. Models of collaborative practices that lead to critical partnerships with students, families, educators and agencies are investigated through skill development and self-analysis.

SPED 508, Current Trends in Transition Planning for Students with Disabilities, 3 Units

This course explores transition processes for students with mild/moderate/severe disabilities across their lifespan. Additionally, this course explores and analyzes the transition processes and procedures integral to a comprehensive secondary transition education program design, including a focus on an outcomes orientation approach in working with all stakeholders in the preparation for post-secondary life in the areas of post-secondary education, employment, and life management, and evidence-based practices in instructional methods for community-based instruction (CBI), career development, work-based learning and integration of technology. The course includes a review of the use of informal and formal assessments that commonly guide the educational professional through the transition process for a student with disabilities (mild/moderate or moderate/severe). Additionally, the course examines promising practices in how to partner with all stakeholders (family, school, community and agency partners) to provide the needed supports and services as the student with disability transitions out of the post-secondary environment.

SPED 509, Technology in Special Education, 3 Units

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 Units

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 512, Autism Spectrum Disorders: From Theory to Practice, 3 Units

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 Units

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 521, Collaboration, Inclusion, Community Integration for Students with Moderate/Severe Disabilities, 3 Units

This course provides the candidate with a systems perspective for understanding and supporting individuals with moderate/severe disabilities and their families as they interact with schools and community agencies. The candidate begins to develop an appreciation of the family issues related to living with an individual with a moderate/severe disability. Candidates learn effective collaborative strategies to assist with team building, program development, and joint problem solving, as well as strategies to assist students with moderate/severe disabilities and their families plan for transition from school to work. This course also provides the candidate with theories regarding second-language learners, cultural diversity and social skills in terms of understanding ethnic differences and the dynamics of interacting with the student's family.

SPED 522, Collaboration and Communication Skills of Students with Autism Spectrum Disorder, 3 Units

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 525, Methods of Teaching Reading and Writing, 3 Units

This course prepares teacher candidates to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking, aligned to the state-adopted English Language Arts Content Standards, the Reading/Language Arts Framework (2007), and the Common Core State Standards for English-Language Arts (2012). Through application of research-based instructional practices introduced in the course, candidates learn to address the needs of special education students and the full range of diverse learners, as referenced in the framework and the RICA Content Specifications.

SPED 526, Specialized Academic Instruction: Reading, Writing, and Math, 3 Units

This course introduces candidates to multifaceted and multitiered methodologies and strategies necessary for teaching and engaging diverse students with disabilities in mathematics and language arts. Candidates become proficient in making explicit connections between ongoing assessment, student characteristics and strengths, instruction, and curriculum. They learn to analyze data to plan effective and differentiated instruction and interventions, and also how to collaboratively design effective IEP goals while considering the role of technology in those goals.

SPED 528, Assessment and IEP Development, 3 Units

This course examines current assessment mandates for students with mild to moderate to severe disabilities. Teacher candidates study test development and learn to evaluate assessment tools based on current research-based policies and mandates. Candidates also learn to administer and interpret norm-criterion reference assessment instruments and informal surveys or assessment instruments, and come to understand the influence of cultural and linguistic factors in the development of Individual Education Program (IEP) goals and Individual Transition Plans (ITPs).

SPED 529, Positive Behavior Supports for Students with Exceptional Needs, 3 Units

This course provides teacher candidates with the skills and legal framework essential to the development of positive behavior supports and self-management outcomes for students with disabilities. Candidates examine foundations of behavior disorders, appropriate communication, and behavioral support strategies that align with best practices. The foundations of functional analysis of behavior that leads to the development of positive behavior intervention plans are examined. Models of collaborative practices that lead to positive relationships and critical partnerships with students, families, educators, and agencies are investigated through skill development and self-analysis.

SPED 530, Introduction to Individual Differences and Strengths-based Education, 3 Units

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 532, Bilingual Special Education, 3 Units

This course examines issues related to provisions of services to culturally and linguistically diverse students. This is a requirement for intern credential students who are meeting the preservice hours requirement/enhancement program. Emphasis is on techniques and strategies to modify general and special education classrooms to accommodate second-language learners with disabilities, including curriculum development, instructional methodology, and materials for teaching second-language learners with disabilities. Culturally sensitive assessment of second-language learners with disabilities and family-focused interventions is examined.

SPED 533, Assessment and IEP Development for Students with Mild/Moderate/Severe Disabilities, 3 Units

This course examines various assessment tools and strategies that are appropriate to the diverse needs of individual students with mild/moderate/severe disabilities. Candidates learn how to assess the developmental, behavioral, social, communication, career and community life skills needs for students with mild/moderate/severe disabilities. Candidates learn to interpret assessment results to make instructional decisions and develop standards-based Individualized Education Programs.

SPED 535, Counseling, Collaboration, and Consultation, 3 Units

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, Instructional Strategies in English Language Arts (Mild to Moderate), 3 Units

This course integrates RtI (Response to Intervention) with the area of special education as it relates to reading and written language. This course assists the teacher candidate in linking assessment data with mild to moderate disabilities including English language learners. The teacher candidate learns to develop effective IEP goals and integrate assistive technology. The course also addresses issues of classroom organization to ensure the classroom setting promotes equality for all students.

Prerequisite: Admission to special education credential program

SPED 538, Special Education Issues: Mild/Moderate Disabilities, 3 Units

This course provides original analysis of important conceptual and practical issues faced by professionals involved in educating students with mild to moderate disabilities. It addresses issues surrounding home-school-community partnerships. This course is designed to heighten concern for educational outcomes for all students, and to examine the challenges that alternative practices such as school choice, transitional services, and inclusion create for the professional and student in the field of special education. (Educational Specialist Clear Credential Candidates only)

SPED 540, Instructional Strategies in Mathematics (Mild to Moderate), 3 Units

This course integrates RtI (Response to Intervention) with the area of special education as it relates to math disorders. This course assists the teacher candidate in linking assessment data with research-based effective intervention strategies for individuals with mild/moderate disabilities including English language learners. The teacher candidate learns to develop effective IEP goals and integrate assistive technology. The course also addresses issues of classroom organization to ensure the classroom setting promotes equality for all students.

Prerequisite: Admission to special education credential program

SPED 541, Positive Behavior Supports to Students with Mild/Moderate/Severe Disabilities, 3 Units

This course examines the legal framework essential to the assessment and development of positive behavior supports and self-management outcomes for students with mild/moderate/severe disabilities. Candidates will learn the functions of behavior and design appropriate behavior support strategies based on functional behavior assessments. Models of collaborative practices that lead to critical partnerships with students, families, educators and agencies are investigated through skill development and self-analysis.

SPED 542, Meeting the Academic Needs of Students with Autism Spectrum Disorder, 3 Units

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 Units

This course provides the student with a systems perspective for understanding and supporting individuals with disabilities and their families as they interact with schools and community agencies. The student will begin to develop and appreciation of the affective family issues related to living with an individual with a disability. Students will learn effective consultative, communicative, and collaborative strategies to assist with team building, program development, and joint problem solving in school and agency settings. Skills are developed for successful communication and teamwork with administrators, teachers, paraprofessionals, and parents in the provision of services to individuals with exceptional needs.

SPED 547, Implementation of Special Education Legislation, 3 Units

An overview of special education legal mandates is provided to students as articulated in the Individuals Disabilities Educational Act (IDEA) 2004. Students also study techniques of conducting pupil identification, Individualized Education Program (IEP) meetings, coordinating individualized education programs, monitoring timelines, and observing parents' rights and due process procedures. (Education Specialist Clear Credential Candidates and Adaptive Physical Education Candidates only)

SPED 548, Staff Development and Parent Education Techniques, 3 Units

Students will learn effective consultative, communicative and collaborative strategies to assist with team building, program development and joint problem solving in school and agency settings. 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 551, Clinical Practice I: Mild to Moderate Disabilities, 2 Units

Students with mild/moderate disabilities require specialized support to address unique learning needs resulting from a range of specific learning disabilities, mild intellectual disabilities, autism, other health impairments, or other identified disabilities in which placement in a classroom for students with mild/moderate disabilities is deemed appropriate. During their clinical practice experience, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with mild/moderate disabilities, conducting formal and informal assessments in order to determine students' current levels of performance, planning for their grade and instructional level, and capturing data to support progress on annual goals and short-term objectives that are aligned with California Content Standards. Candidates also monitor students' progress toward instructional goals and state-adopted standards, and, if necessary, identify behaviors impeding learning, and remediate by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students.

SPED 552, Clinical Practice II: Mild to Moderate Disabilities, 2 Units

Students with mild/moderate disabilities require specialized support to address unique learning needs resulting from a range of specific learning disabilities, mild intellectual disabilities, autism, other health impairments, or other identified disabilities in which placement in a classroom for students with mild/moderate disabilities is deemed appropriate. During their clinical practice experience, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with mild/moderate disabilities, conducting formal and informal assessments in order to determine students' current levels of performance, planning for their grade and instructional level, and capturing data to support progress on annual goals and short-term objectives that are aligned with California Content Standards. Candidates also monitor students' progress toward instructional goals and state-adopted standards, and, if necessary, identify behaviors impeding learning, and remediate by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students.

Prerequisite: SPED 551

SPED 554, Advanced Study: Teaching Special Populations, 3 Units

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 555A, Field Experience and Seminar (Intern), 1 Unit

This course offers the intern teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s). Intern Teacher candidates will be assigned a University Mentor that will provide supervision during Field Experience. The primary task of the University Mentor is to assist the teacher candidate in understanding and assuming the role of the classroom teacher. Candidates also attend two seminars during each nine-week session. The seminar explores pedagogical, legal, and professional topics that are important for special education teacher candidates.

Prerequisite: Admission to special education moderate to severe preliminary credential program.

SPED 555B, Field Experience and Seminar (Intern), 1 Unit

This course offers the intern teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s). Intern Teacher candidates will be assigned a University Mentor that will provide supervision during Field Experience. The primary task of the University Mentor is to assist the teacher candidate in understanding and assuming the role of the classroom teacher. Candidates also attend two seminars during each nine-week session. The seminar explores pedagogical, legal, and professional topics that are important for special education teacher candidates.

Prerequisite: Admission to special education moderate to severe preliminary credential program.

SPED 556A, Field Experience and Seminar (Non-Intern), 1 Unit

This course offers the teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s). Candidates also attend two seminars during each nine-week session. The seminar explores pedagogical, legal, and professional topics that are important for special education teacher candidates.

Prerequisite: Admission to special education moderate to severe preliminary credential program.

SPED 556B, Field Experience and Seminar (Non-Intern), 1 Unit

This course offers the teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s). Candidates also attend two seminars during each nine-week session. The seminar explores pedagogical, legal, and professional topics that are important for special education teacher candidates.

Prerequisite: Admission to special education moderate to severe preliminary credential program.

SPED 558, Advanced Theory and Research-based Practices for Supporting Students with Disabilities, 3 Units

This course builds on the knowledge, skills, and strategies candidates acquired during coursework for a preliminary teaching credential (mild/moderate or moderate/severe). Each candidate becomes familiar with the current theoretical models for serving students with disabilities in different settings. The course examines evidence-based instructional and behavioral practices for supporting students with disabilities in the classroom. Candidates demonstrate the ability to create a socially positive, instructionally rich, and behaviorally supportive environment for students with disabilities in a general education setting. Each candidate demonstrates the ability to establish cooperative and collaborative relationships with the families and community/school professionals significant to the education of students with disabilities.

Prerequisite: Admission to special education credential program

SPED 565A, Field Experience and Seminar (Intern), 1 Unit

This course offers the intern teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s). Intern Teacher candidates will be assigned a University Mentor that will provide supervision during Field Experience. The primary task of the University Mentor is to assist the teacher candidate in understanding and assuming the role of the classroom teacher. Candidates also attend two seminars during each nine-week session. The seminar explores pedagogical, legal, and professional topics that are important for special education teacher candidates.

SPED 565B, Field Experience and Seminar (Intern), 1 Unit

This course offers the intern teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s). Intern Teacher candidates will be assigned a University Mentor that will provide supervision during Field Experience. The primary task of the University Mentor is to assist the teacher candidate in understanding and assuming the role of the classroom teacher. Candidates also attend two seminars during each nine-week session. The seminar explores pedagogical, legal, and professional topics that are important for special education teacher candidates.

SPED 566A, Field Experience and Seminar (Non-Intern), 1 Unit

This course offers the teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s).

SPED 566B, Field Experience and Seminar (Non-Intern), 1 Unit

This course offers the teacher candidate planned observational experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parent and families, including in general education. Candidates conduct observations in a variety of K-12 settings. These experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Candidates complete two consecutive nine-week sessions of 60 hours of field experience (30 hours each session). The distribution of observation must take place at WASC-approved school site(s).

SPED 571, Clinical Practice I: Moderate to Severe Disabilities, 2 Units

Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, autism spectrum disorder, 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 (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine the students' current levels of performance, planning instructional-level annual goals and short-term objectives that are aligned with California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, and identifying behaviors impeding learning and remediating by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students.

SPED 572, Clinical Practice II: Moderate to Severe Disabilities, 2 Units

Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, autism spectrum disorder, 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 (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine the students' current levels of performance, planning instructional-level annual goals and short-term objectives that are aligned with California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, and identifying behaviors impeding learning and remediating by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students.

Prerequisite: SPED 571

SPED 575A, Clinical Practice I (Contract Teaching, K-12), 1 Unit

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 Unit

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 Unit

Students complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CTC requirements and other applicable state requirements are recommended for Preliminary Mild/Moderate Disabilities Specialist Credential. Applications for enrollment in Clinical Practice must be made by April 1 for the fall semester, or by October 1 for the spring semester.

Prerequisites: Admission to Mild/Moderate Disabilities Credential program; student must submit application and be cleared prior to student teaching.

SPED 576B, Clinical Practice II (Student Teaching, K-12), 1 Unit

Students complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CTC requirements and other applicable state requirements are recommended for Preliminary Mild/Moderate Disabilities Specialist Credential. Applications for enrollment in Clinical Practice must be made by April 1 for the fall semester, or by October 1 for the spring semester.

Prerequisites: Admission to Mild/Moderate Disabilities Credential program; student must submit application and be cleared prior to student teaching.

SPED 581, Historical and Philosophical Perspectives of Disability Studies, 3 Units

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 Units

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 Units

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 Units

Candidates continue to examine educational research within the special education framework. Through quantitative, qualitative, and mixed methods, candidates incorporate all of the pieces developed in the previous research core courses and develop a research plan, making data-driven decisions for the development and implementation of the research plan. The research process is reviewed with the emphasis on design, application, and consumption, as well as standards for writing research papers.

Prerequisite: Admission to SPED Credential program

SPED 584B, Guided Research Project: Findings, 3 Units

Candidates continue to examine educational research within the special education framework. Through quantitative, qualitative, and mixed methods, candidates incorporate all of the pieces developed in the previous research core courses and develop a research plan, making data-driven decisions for the development and implementation of the research plan. The research process is reviewed with the emphasis on design, application, and consumption, as well as standards for writing research papers.

SPED 585A, Clinical Practice/Seminar for Moderate/Severe Disabilities I (Contract Teaching), 2 Units

Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. During clinical practice, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs (IEP). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine the students' current levels of performance, planning instructional level annual goals and short-term objectives that are aligned with the California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, identifying behaviors impeding learning, and remediate by implementing positive behavior supports.

SPED 585B, Clinical Practice/Seminar for Moderate/Severe Disabilities II (Contract Teaching), 1 Unit

Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. During clinical practice, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs (IEP). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine the students' current levels of performance, planning instructional level annual goals and short-term objectives that are aligned with the California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, identifying behaviors impeding learning, and remediate by implementing positive behavior supports.

SPED 586A, Clinical Practice/Seminar for Moderate/Severe Disabilities I (Student Teaching), 2 Units

Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. During clinical practice, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs (IEP). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine the students' current levels of performance, planning instructional level annual goals and short-term objectives that are aligned with the California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, identifying behaviors impeding learning, and remediate by implementing positive behavior supports.

SPED 586B, Clinical Practice/Seminar for Moderate/Severe Disabilities II (Student Teaching), 1 Unit

Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. During clinical practice, teacher candidates are provided with on-site experiences that provide the support described in the students' Individual Educational Programs (IEP). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine the students' current levels of performance, planning instructional level annual goals and short-term objectives that are aligned with the California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, identifying behaviors impeding learning, and remediate by implementing positive behavior supports.

TESP 505, Educational Foundations (K-12), 3 Units

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, implementation of California Common Core State Standards (CCSS). This course is specifically designed for direct application of practice by intern teachers.

Prerequisite: Admission to Multiple Subject, Single Subject or Special Education Credential programs; Multiple Subject

corequisites: TESP 515 and TEP 565A; Single Subject

corequisites: TEP 517 and TEP 567A; Special Education

corequisites: TESP 515 and SPED 565A

TESP 506, Educational Foundations (K-12), 3 Units

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, implementation of California Common Core State Standards (CCSS).

Prerequisite: Admission to Multiple Subject, Single Subject or Special Education Credential programs; Multiple Subject

corequisites: TESP 516 and TEP 566A; Single Subject

corequisites: TEP 518 and TEP 568A; Special Education

corequisites: TESP 516 and SPED 566A

TESP 515, Clinical Experiences in Teaching Reading and Writing (K-12), 3 Units

This course covers the content and methodology of a comprehensive reading program, which include, phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, the four communication skills of listening, speaking, reading, and writing, and the English-language arts Common Core State Standards (CCSS). Specific content knowledge needed in preparation for RICA is also covered in this course. This course is specifically designed for direct application of practice by intern teachers.

Prerequisite: Admission to Multiple Subject or Special Education Credential programs; Multiple Subject

corequisites: TESP 505 and TEP 565A; Special Education

corequisites: TESP 505 and SPED 565A

TESP 516, Clinical Experiences in Teaching Reading and Writing (K-12), 3 Units

This course covers the content and methodology of a comprehensive reading program, which include, phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, the four communication skills of listening, speaking, reading, and writing, and the English-language arts Common Core State Standards (CCSS). Specific content knowledge needed in preparation for RICA is also covered in this course.

Prerequisite: Admission to Multiple Subject or Special Education Credential programs; Multiple Subject

corequisites: TESP 506 and TEP 566A; Special Education

corequisites: TESP 506 and SPED 566A

TESP 555, Clinical Experiences in Teaching English Language Learners (K-12), 3 Units

This course affords teacher candidates opportunities to learn and communicate knowledge and strategies for working with English language learners. This includes examining and experiencing teaching strategies and materials for developing students' receptive and expressive language skills, as well as academic language critical thinking skills. An introduction to theory and principles of second language acquisition, and practice in using SDAIE and ELD strategies form a portion of the course content. Participants examine the most recent California adopted English language and academic content standards for effective instructional design for English learners. This course examines the interactions between students' cultural, linguistic, and ability backgrounds and the wider educational and social community settings. Participants explore culturally responsive teaching strategies that support and enhance educational success for students of diversity and gain knowledge of issues related to cultural contact and cross-cultural interactions. This course assists students to prepare acquire skills for engaging the California Teaching Californian Teacher Performance Assessment (TPA) Designing Instruction. This is not a TPA preparatory class, but materials and insights from this course class assist students to engage the task. Grades from this class do not translate to grades for the TPA. They are two independent entities. This course is specifically designed for direct application of practice by intern teachers.

Prerequisite: Admission to Multiple Subject, Single Subject or Special Education Credential programs; Multiple Subject

corequisites: TEP 525 and TEP 565B; Single Subject

corequisites: TEP 527 and TEP 567B; Special Education

corequisites: SPED 565B

TESP 556, Methods of Teaching English Language Learners (K-12), 3 Units

This course affords teacher candidates opportunities to learn and communicate knowledge and strategies for working with English learners. This includes examining and experiencing teaching strategies and materials for developing students' receptive and expressive language skills, as well as academic language skills. An introduction to theory and principles of second language acquisition, and practice in using SDAIE and ELD strategies form a portion of the course content. Participants examine the most recent California adopted English language and academic content standards for effective instructional design for English learners. This course examines the interactions between students' cultural, linguistic, and ability backgrounds and the wider educational and social community settings. Participants explore culturally responsive teaching strategies that support and enhance educational success for students of diversity and gain knowledge of issues related to cultural contact and cross-cultural interactions. This course assists students to prepare for the California Teaching Performance Assessment (TPA) Designing Instruction. This is not a TPA preparatory class, but materials and insights from this course assist students to engage the task. Grades from this class do not translate to grades for the TPA. They are two independent entities.

Prerequisite: Admission to Multiple Subject, Single Subject or Special Education Credential programs;

Corequisites: Multiple Subject TEP 526 and TEP 566B; Single Subject TEP 528 and TEP 568B; Special Education SPED 566B

Credential Added Authorization

The California Commission on Teacher Credentialing (CTC) has approved the Division of Teacher Education, Special Education Programs, to offer an added authorization in the area of autism spectrum disorders for teachers who possess a Mild/Moderate Disabilities (Level 1) Education Specialist Credential to expand the scope of instruction for current teachers. The added authorization program consists of 12 units (4 courses). Courses are offered online or at APU regional campuses (p. 293) with sufficient enrollment.

Eligible Candidates

Those with a current CTC-designated Mild/Moderate Disabilities Education Specialist Credential (before summer 2010):

- Level 1 Credential
- Level 2 Credential

Program Requirements

1. A 3.0 grade-point average
2. Appropriate Mild/Moderate Disabilities Education Specialist (K-12) Credential. Students should contact their credential analyst in the Office of Credentials (<http://www.apu.edu/education/resources/credentials>) at (626) 815-5346 prior to initiating a program.

For additional information, please contact the Division of Teacher Education (p. 327), Special Education Programs, at (626) 387-5791.

Added Authorization Requirements

| | | |
|----------|--|---|
| SPED 503 | Behavioral Support to Students with Moderate/Severe Disabilities | 3 |
| SPED 512 | Autism Spectrum Disorders: From Theory to Practice | 3 |
| SPED 522 | Collaboration and Communication Skills of Students with Autism Spectrum Disorder | 3 |
| SPED 542 | Meeting the Academic Needs of Students with Autism Spectrum Disorder | 3 |

Master of Arts in Education: Learning and Technology and Mild/Moderate Disabilities Education Specialist Credential

Azusa Pacific University's Master of Arts in Education: Learning and Technology and Mild/Moderate Disabilities Education Specialist Credential program prepares candidates to earn a Master of Arts in Education: Learning and Technology degree along with an embedded Mild/Moderate Disabilities Specialist Preliminary Credential. This program includes comprehensive foundations courses emphasizing methods alongside specialization courses providing content required for the disabilities specialist credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Advanced coursework in the emphasis area of learning and technology provides candidates with the knowledge to effectively design and infuse technology-embedded curriculum into K-12 teaching and learning environments. The mode of delivery includes face-to-face, campus-based classes, field experiences, and online courses.

Approved by the California Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP), Azusa Pacific University's Mild/Moderate Disabilities Education Specialist Credential program comprises specific methods courses that are accompanied by practical classroom applications and field experiences in public school assignments.

Upon completion, the candidate will have earned both a Mild/Moderate Disabilities Specialist Preliminary Credential and a Master of Arts in Education: Learning and Technology degree.

Check with the Division of Teacher Education (<http://www.apu.edu/education/teacher>) for locations in which this program is offered.

Computer and Software Requirements for Learning and Technology Emphasis:

- A Mac or PC laptop or notebook running the latest operating system with a word processing program

Course Requirements

| Code | Title | Units |
|--|---|-------|
| Foundation Courses ¹ | | |
| TESP 501 | Art of Teaching I: Foundations of Teaching | 3 |
| TESP 511 | Art of Teaching II: Pedagogy and Instructional Design | 3 |
| TESP 502 | Science of Teaching I: How Students Learn | 3 |
| TESP 512 | Science of Teaching II: Effective Assessment Strategies for All Learners | 3 |
| TESP 503 | The Soul of Teaching: Finding One's Place in the Tapestry of American Education | 3 |
| TESP 504 | Schools and Educational Systems | 3 |
| Specialization Courses | | |
| SPED 525 | Methods of Teaching Reading and Writing | 3 |
| SPED 526 | Specialized Academic Instruction: Reading, Writing, and Math | 3 |
| SPED 528 | Assessment and IEP Development | 3 |
| SPED 529 | Positive Behavior Supports for Students with Exceptional Needs | 3 |
| SPED 551 | Clinical Practice I: Mild to Moderate Disabilities | 2 |
| SPED 552 | Clinical Practice II: Mild to Moderate Disabilities | 2 |
| Emphasis Courses | | |
| EDUC 540 | Essentials in Learning and Technology | 1 |
| EDUC 546 | Digital Communications | 3 |
| EDUC 547 | Special Topics in Educational Technology | 3 |
| EDUC 548 | Emerging Trends in Technology | 3 |
| EDUC 549 | Capstone Experience in Learning and Technology | 2 |
| Total Units | | 46 |

¹ All Foundation Courses must be completed prior to beginning clinical practice.

NOTE: Teacher candidates in master's degree programs who have opted to waive coursework must take additional units to fulfill the unit requirement. Contact the Department of Special Education for a course elective listing. Completion of all credential requirements—including all examinations,

coursework, and other requirements—must be met before the master's degree will be posted. An Intent to Commence and/or Graduate form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms>) must be completed and fees paid by the deadlines set by the registrar.

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

Azusa Pacific University's Master of Arts in Education: Learning and Technology and Moderate/Severe Disabilities Education Specialist Credential program prepares candidates to earn a Master of Arts in Education: Learning and Technology degree along with an embedded Moderate/Severe Disabilities Specialist Preliminary Credential. This program includes comprehensive foundations courses emphasizing methods alongside specialization courses providing content required for the disabilities specialist credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Advanced coursework in the emphasis area of learning and technology provides candidates with the knowledge to effectively design and infuse technology-embedded curriculum into K-12 teaching and learning environments. The mode of delivery includes face-to-face, campus-based classes, field experiences, and online courses.

Approved by the California Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP), Azusa Pacific University's Moderate/Severe Disabilities Education Specialist Credential Program comprises specific methods courses that are accompanied by practical classroom applications and field experiences in public school assignments.

Upon completion, the candidate will have earned both a Moderate/Severe Disabilities Specialist Preliminary Credential and a Master of Arts in Education: Learning and Technology degree.

Check with the Division of Teacher Education (<http://www.apu.edu/education/teacher>) for locations in which this program is offered.

Computer and Software Requirements for Learning and Technology Emphasis:

- A Mac or PC laptop or notebook running the latest operating system with a word processing program

Course Requirements

3*

| Code | Title | Units |
|--|---|-------|
| Foundation Courses ¹ | | |
| TESP 501 | Art of Teaching I: Foundations of Teaching | 3 |
| TESP 511 | Art of Teaching II: Pedagogy and Instructional Design | 3 |
| TESP 502 | Science of Teaching I: How Students Learn | 3 |
| TESP 512 | Science of Teaching II: Effective Assessment Strategies for All Learners | 3 |
| TESP 503 | The Soul of Teaching: Finding One's Place in the Tapestry of American Education | 3 |
| TESP 504 | Schools and Educational Systems | 3 |
| Specialization Courses | | |
| SPED 525 | Methods of Teaching Reading and Writing | 3 |
| SPED 527 | Teaching Students with Moderate to Severe Disabilities | 3 |
| SPED 528 | Assessment and IEP Development | 3 |
| SPED 529 | Positive Behavior Supports for Students with Exceptional Needs | 3 |
| SPED 571 | Clinical Practice I: Moderate to Severe Disabilities | 2 |
| SPED 572 | Clinical Practice II: Moderate to Severe Disabilities | 2 |
| Emphasis Courses | | |
| EDUC 540 | Essentials in Learning and Technology | 1 |
| EDUC 546 | Digital Communications | 3 |
| EDUC 547 | Special Topics in Educational Technology | 3 |
| EDUC 548 | Emerging Trends in Technology | 3 |
| EDUC 549 | Capstone Experience in Learning and Technology | 2 |
| Total Units | | 46 |

¹ All Foundation Courses must be completed prior to beginning clinical practice.

NOTE: Teacher candidates in master's degree programs who have opted to waive coursework will need to take additional units to fulfill the unit requirement. Contact the Department of Special Education for a course elective listing. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the master's degree will be posted. An Intent to Commence and/or Graduate form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms>) must be completed and fees paid by the deadlines set by the registrar.

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

Azusa Pacific University's Master of Arts in Education: Special Education and Mild/Moderate Disabilities Education Specialist Credential program prepares candidates to earn a Master of Arts in Education: Special Education degree along with an embedded Mild/Moderate Disabilities Specialist Preliminary Credential. This program includes comprehensive foundations courses emphasizing methods alongside specialization courses providing content required for the disabilities specialist credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Advanced coursework in the emphasis area of special education provides candidates with knowledge needed to serve students with disabilities in K-12 public schools. The mode of delivery includes face-to-face, campus-based classes, field experiences, and online courses.

Approved by the California Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP), Azusa Pacific University's Mild/Moderate Disabilities Education Specialist Credential program comprises specific methods courses that are accompanied by practical classroom applications and field experiences in public school assignments.

Upon completion, the candidate will have earned both a Mild/Moderate Disabilities Specialist Preliminary Credential and a Master of Arts in Education: Special Education degree.

Check with the Division of Teacher Education (<http://www.apu.edu/education/teacher>) for locations in which this program is offered.

Course Requirements

| Code | Title | Units |
|--|---|-------|
| Foundation Courses ¹ | | |
| TESP 501 | Art of Teaching I: Foundations of Teaching | 3 |
| TESP 511 | Art of Teaching II: Pedagogy and Instructional Design | 3 |
| TESP 502 | Science of Teaching I: How Students Learn | 3 |
| TESP 512 | Science of Teaching II: Effective Assessment Strategies for All Learners | 3 |
| TESP 503 | The Soul of Teaching: Finding One's Place in the Tapestry of American Education | 3 |
| TESP 504 | Schools and Educational Systems | 3 |
| Specialization Courses | | |
| SPED 525 | Methods of Teaching Reading and Writing | 3 |
| SPED 526 | Specialized Academic Instruction: Reading, Writing, and Math | 3 |
| SPED 528 | Assessment and IEP Development | 3 |
| SPED 529 | Positive Behavior Supports for Students with Exceptional Needs | 3 |
| SPED 551 | Clinical Practice I: Mild to Moderate Disabilities | 2 |
| SPED 552 | Clinical Practice II: Mild to Moderate Disabilities | 2 |
| Emphasis Courses | | |
| EDUC 550 | Introduction to Research for Practitioners | 1 |
| EDUC 556 | Historical and Philosophical Perspectives of Disability Studies | 3 |
| EDUC 557 | Current Trends in Curriculum and Disability Studies | 3 |
| EDUC 558 | Guided Research Project | 3 |
| EDUC 559 | Procedures and Findings | 2 |
| Total Units | | 46 |

¹ All Foundation Courses must be completed prior to beginning clinical practice.

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 Commence and/or Graduate form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms>) must be completed and fees paid by the deadlines set by the registrar.

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

Azusa Pacific University's Master of Arts in Education: Special Education and Moderate/Severe Disabilities Education Specialist Credential program prepares candidates to earn a Master of Arts in Education: Special Education degree along with an embedded Moderate/Severe Disabilities Specialist Preliminary Credential. This program includes comprehensive foundations courses emphasizing methods alongside specialization courses providing content required for the disabilities specialist credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Advanced coursework in the emphasis area of special education provides candidates with knowledge needed to serve students with disabilities in K-12 public schools. The mode of delivery includes face-to-face, campus-based classes, field experiences, and online courses.

Approved by the California Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP), Azusa Pacific University's Moderate/Severe Disabilities Education Specialist Credential program comprises specific methods courses that are accompanied by practical classroom applications and field experiences in public school assignments.

Upon completion, the candidate will have earned both a Moderate/Severe Disabilities Specialist Preliminary Credential and a Master of Arts in Education: Special Education degree.

Check with the Division of Teacher Education (<http://www.apu.edu/education/teacher>) for locations in which this program is offered.

Course Requirements

| Code | Title | Units |
|--|---|-------|
| Foundation Courses ¹ | | |
| TESP 501 | Art of Teaching I: Foundations of Teaching | 3 |
| TESP 511 | Art of Teaching II: Pedagogy and Instructional Design | 3 |
| TESP 502 | Science of Teaching I: How Students Learn | 3 |
| TESP 512 | Science of Teaching II: Effective Assessment Strategies for All Learners | 3 |
| TESP 503 | The Soul of Teaching: Finding One's Place in the Tapestry of American Education | 3 |
| TESP 504 | Schools and Educational Systems | 3 |
| Specialization Courses | | |
| SPED 525 | Methods of Teaching Reading and Writing | 3 |
| SPED 527 | Teaching Students with Moderate to Severe Disabilities | 3 |
| SPED 528 | Assessment and IEP Development | 3 |
| SPED 529 | Positive Behavior Supports for Students with Exceptional Needs | 3 |
| SPED 571 | Clinical Practice I: Moderate to Severe Disabilities | 2 |
| SPED 572 | Clinical Practice II: Moderate to Severe Disabilities | 2 |
| Emphasis Courses | | |
| EDUC 550 | Introduction to Research for Practitioners | 1 |
| EDUC 556 | Historical and Philosophical Perspectives of Disability Studies | 3 |
| EDUC 557 | Current Trends in Curriculum and Disability Studies | 3 |
| EDUC 558 | Guided Research Project | 3 |
| EDUC 559 | Procedures and Findings | 2 |
| Total Units | | 46 |

¹ All Foundation Courses must be completed prior to beginning clinical practice.

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 Commence and/or Graduate form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms>) must be completed and fees paid by the deadlines set by the registrar.

Mild/Moderate Disabilities Education Specialist Credential

Azusa Pacific University's Mild/Moderate Disabilities Education Specialist Credential program prepares candidates to earn a California Mild/Moderate Disabilities Specialist Preliminary Credential. This rigorous program includes comprehensive foundations courses emphasizing methods alongside specialization courses providing content required for the disabilities specialist credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. The mode of delivery includes face-to-face, campus-based classes, and field experiences.

Course Requirements

| Code | Title | Units |
|--|---|-------|
| Foundation Courses ¹ | | |
| TESP 501 | Art of Teaching I: Foundations of Teaching | 3 |
| TESP 511 | Art of Teaching II: Pedagogy and Instructional Design | 3 |
| TESP 502 | Science of Teaching I: How Students Learn | 3 |
| TESP 512 | Science of Teaching II: Effective Assessment Strategies for All Learners | 3 |
| TESP 503 | The Soul of Teaching: Finding One's Place in the Tapestry of American Education | 3 |
| TESP 504 | Schools and Educational Systems | 3 |
| Specialization Courses | | |
| SPED 525 | Methods of Teaching Reading and Writing | 3 |
| SPED 526 | Specialized Academic Instruction: Reading, Writing, and Math | 3 |
| SPED 528 | Assessment and IEP Development | 3 |
| SPED 529 | Positive Behavior Supports for Students with Exceptional Needs | 3 |
| SPED 551 | Clinical Practice I: Mild to Moderate Disabilities | 2 |
| SPED 552 | Clinical Practice II: Mild to Moderate Disabilities | 2 |
| Total Units | | 34 |

¹ All Foundation Courses must be completed prior to beginning clinical practice.

NOTE: A maximum of nine units may be taken per term. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the candidate will be recommended for a credential. Candidates should meet with their credential analyst (<http://www.apu.edu/education/resources/credentials>) for information regarding the credential application process.

Moderate/Severe Disabilities Education Specialist Credential

Azusa Pacific University's Moderate/Severe Disabilities Education Specialist Credential program prepares candidates to earn a California Moderate/Severe Disabilities Education Specialist Preliminary Credential. This rigorous program includes comprehensive foundations courses emphasizing methods alongside specialization courses providing content required for the disabilities specialist credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. The mode of delivery includes face-to-face, campus-based classes, and field experiences.

Course Requirements

| Code | Title | Units |
|--|---|-------|
| Foundation Courses ¹ | | |
| TESP 501 | Art of Teaching I: Foundations of Teaching | 3 |
| TESP 511 | Art of Teaching II: Pedagogy and Instructional Design | 3 |
| TESP 502 | Science of Teaching I: How Students Learn | 3 |

| | | |
|-------------------------------|---|----|
| TESP 512 | Science of Teaching II: Effective Assessment Strategies for All Learners | 3 |
| TESP 503 | The Soul of Teaching: Finding One's Place in the Tapestry of American Education | 3 |
| TESP 504 | Schools and Educational Systems | 3 |
| Specialization Courses | | |
| SPED 525 | Methods of Teaching Reading and Writing | 3 |
| SPED 527 | Teaching Students with Moderate to Severe Disabilities | 3 |
| SPED 528 | Assessment and IEP Development | 3 |
| SPED 529 | Positive Behavior Supports for Students with Exceptional Needs | 3 |
| SPED 571 | Clinical Practice I: Moderate to Severe Disabilities | 2 |
| SPED 572 | Clinical Practice II: Moderate to Severe Disabilities | 2 |
| Total Units | | 34 |

¹ All Foundation Courses must be completed prior to beginning clinical practice.

NOTE: A maximum of nine units may be taken per term. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the candidate will be recommended for a credential. Candidates should meet with their credential analyst (<http://www.apu.edu/education/resources/credentials>) for information regarding the credential application process.

Credential Program Transition Points

The three major transitions points, from admission to and matriculation through the teacher preparation programs, are described below. Credential candidates should refer to their program handbook for further necessary details.

- Transition Point 1: Admission (p. 399)
- Transition Point 2: Clinical Practice Clearance (p. 400)
- Transition Point 3: Credential Application (p. 400)

Transition Point 1: Admission

General Requirements

All programs within the Division of Teacher Education require the following:

- A completed graduate application for admission
- A \$45 nonrefundable application fee (not required of students previously admitted to a graduate program at Azusa Pacific University)
- Official transcripts from all institutions leading to, and awarding, the applicant's baccalaureate degree and all post-baccalaureate study
- A minimum baccalaureate or master's grade-point average of 3.0 on a 4.0 scale. Provisional admittance may be granted to individuals with a grade-point average between 2.5 and 2.9.
- Three letters of recommendation
- A personal statement or essay
- A valid California Certificate of Clearance (COC) or other appropriate and valid document from CTC

Note: University graduate admission and program acceptance requirements must be met before an application is complete. (See Admission to the University (p. 13).)

Program Specific

In addition to the general requirements listed above, each program has specific requirements. See program descriptions listed within this catalog for additional information.

Departments reserve the right to change the admission process and requirements. Students who are in continuous enrollment status are subject to the requirements in effect at the time of their initial enrollment.

Teaching Credential Programs

- Verification of successful completion of the California Basic Skills Requirement via one of the following options:
 - Pass the California Basic Educational Skills Test (CBEST)
 - Pass the CSET: Multiple Subjects plus the CSET: Writing Skills Examination (CSET 101, 102, 103, and 142). This option is useful for students in Multiple Subject and Special Education programs.

- Demonstrate proficiency on the California State University (CSU) Early Assessment Program
- Demonstrate proficiency on the CSU Placement Examinations
- Pass a Basic Skills Examination from another state
- Achieve the minimum acceptable scores on the College Board SAT examination
- Achieve the minimum acceptable scores on the ACT examination
- Achieve the minimum acceptable scores on selected College Board Advanced Placement (AP) examinations
- Programs admit only candidates who meet one of the following subject-matter admission requirement options:
 - Candidates must provide evidence of having passed the appropriate CSET subject-matter examination(s).
 - Candidates must provide evidence of registration for at least one of the next scheduled CSET examinations. (This option is only available to applicants to a master's degree program with credential embedded.)
 - Candidates must provide evidence of having completed a CTC-approved subject-matter preparation program (subject-matter waiver).
 - Note for Single Subject Teaching Credential candidates: The Single Subject Teaching Credential program is offered in the subject areas of Art, Business, English, Mathematics, Music, Physical Education, Science, Social Science, and World Languages. Subject matter must be met for one of these subject areas.
 - Note for Special Education Credential candidates: Subject matter must be met in Art, English, Mathematics, Multiple Subjects, Music, Science, Social Science, or World Languages.
- A percentage of candidates will also be required to interview with the program director or his/her designee prior to an admission decision.

Questions about successful completion of the Basic Skills Requirement or subject-matter requirement should be directed to the Office of Credentials. (p. 401) Candidates must be advised by a designated faculty member as part of an admission interview prior to enrollment in the program. This occurs after the admission application has been completed and reviewed by the Office of Credentials (p. 401) 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.

International Students

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

Transition Point 2: Clinical Practice Clearance

The following requirements must be met before any clinical practice experiences can take place:

Applications for clinical practice must be submitted to the Office of Student Placements by April 1 for fall term and September 15 for spring term.

In addition to the application for clinical practice, students must submit the following to the Office of Student Placements by April 30 for fall term and September 30 for spring term:

- Posted bachelor's degree
- Verification of successful completion of the Basic Skills Requirement
- TB test that will be current throughout clinical practice
- Valid Certificate of Clearance or other appropriate CTC issued document throughout clinical practice
- Proof of U.S. Constitution coursework or exam
- Original, passing scores of CSET exams **or** official verification of completion of a CTC-approved subject-matter program signed by the credential analyst at the California institution of higher education at which the courses were successfully completed
Please note: CSET subtest exams expire ten years from their administration date unless the score is used for recommendation of an Intern Credential or above.
- Students who have secured a contracted teaching position must submit a copy of their teaching contract for the appropriate school year and a principal letter on school letterhead.

Transition Point 3: Credential Application

To be eligible for a credential, candidates must demonstrate the following:

- Successful completion of coursework (i.e., competency on each student learning outcome and a course grade of *B-* or better)
- Evaluation of Taskstream assignments
- Proficiency in the Teaching Performance Expectations (TPEs)

- Passage of all state-required examinations. RICA is required for candidates who wish to become certified for teaching multiple subjects or special education. TPA is required for candidates who wish to become certified for teaching multiple subjects or single subject.
- Completion of all other credential requirements

It is candidates' responsibility to submit a credential application through the Office of Credentials (p. 401) upon completion of a credential program to receive their California Educator's Credential. This request may be submitted to the credentials office up to one month before completion of all credential requirements.

NOTE: Teacher candidates in combined master's and credential programs who have opted to waive coursework will need to take additional units to fulfill the unit requirement. Please contact the department for course elective listing.

Office of Credentials

The Office of Credentials (<http://www.apu.edu/education/resources/credentials>) provides a centralized location in which prospective and current School of Education candidates, faculty, staff, and the community can receive accurate, comprehensive, and complete information and advisement regarding the requirements involved in obtaining California credentials and certificates authorizing service in California schools. It is the candidate's responsibility to submit a credential application through the Office of Credentials upon completion of a credential program in order to receive their California educator's credential. For more information, call (626) 815-5346 or email soecredentials@apu.edu.

School of Nursing

Degrees, Certifications, and Credentials Offered

The School of Nursing offers various pathways to the Master of Science in Nursing, post-master's certificates, a Doctor of Philosophy in Nursing, and a Doctor of Nursing Practice.

Entry-Level Master of Science in Nursing (ELM) (p. 435)

For those who have completed a B.A. or B.S. in another field.

1. Total pre-licensure units is 70. Specific courses required.
2. Post-licensure units to complete the MSN depend on the specialty chosen by the student. This may range from 39-58 units. Advanced Practice Registered Nurse (APRN) and Nursing Education MSN specialties are available.

Master of Science in Nursing with Specialties programs (p. 458)

For those who have completed a bachelor's degree in nursing.

- Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS) (total units: 48-50)
- Adult-Gerontology Primary Care Nurse Practitioner (AGNP) Specialty (total units: 48)
- Family Nurse Practitioner (FNP) Specialty (total units: 45-47)
- Pediatric Nurse Practitioner-Primary Care (PNP) Specialty (total units: 44-46)
- Psychiatric Mental Health (PMHNP) Specialty (total units: 54-56)

MSN with Credentials (p. 478)

- School Nurse Services Credential (SNSC) (total units: 39-41)
- School Nurses Services Credential (SNSC) and Pediatric Nurse Practitioner-Primary Care (PNP) Specialty (total units: 53-55)
- School Nurses Services Credential (SNSC) and Family Nurse Practitioner (FNP) Specialty (total units: 56-58)

MSN in Nursing Education (p. 480)

MSN in Healthcare Administration and Leadership (p. 481)

Post-Bachelor's Credential (p. 482)

- School Nurse Services Credential (SNSC) (a nondegree post-bachelor's program; total units: 26)

Post-Master's Nursing Certificates (p. 482)

- Adult-Gerontology Clinical Nurse Specialist (AG-CNS)
- Adult-Gerontology Primary Care Nurse Practitioner (AGNP)
- Family Nurse Practitioner (FNP)
- Healthcare Administration and Leadership
- Pediatric Clinical Nurse Specialist (P-CNS)
- Pediatric Nurse Practitioner-Primary Care (PNP)
- Psychiatric Mental Health Nurse Practitioner (PMHNP)

Doctor of Philosophy in Nursing (p. 432)

The PhD in Nursing, with emphasis in either health of the family and the community or international health, is a research-based program designed to prepare graduates for a life of scholarship and teaching. The coursework for the PhD in Nursing consists of 46 units beyond the master's degree, with an additional 9 units for dissertation research.

Doctor of Nursing Practice (p. 430)

Based on a strong scientific foundation, evidence-based practice, leadership, and organizational analysis, the Doctor of Nursing Practice (DNP) program is designed to prepare nurses at the highest level of practice for the current, complex health care environment. An evidence-based clinical approach emphasizes the prevention, assessment, and treatment of complex health issues. The coursework for the Doctor of Nursing Practice consists of 39 units including residency beyond the Master of Science in Nursing. The program will be offered in an online format beginning Fall 2017.

Graduate Status

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 WASC Senior College and University Commission (WSCUC). (<https://www.wascsenior.org>)
- School of Nursing programs are approved by the California Board of Registered Nursing (BRN) (<http://www.rn.ca.gov>). Graduates are qualified to apply for Nurse Practitioner (NP) certification and Clinical Nurse Specialist (CNS) certification.
- The master's degree in nursing and the post-graduate APRN certificate programs at Azusa Pacific University are accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>), 655 K. Street NW, Suite 750, Washington, DC 20001, (202) 887-6791.
- The Doctor of Nursing Practice at Azusa Pacific University is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>), 655 K. Street NW, Suite 750, Washington, DC 20001, (202) 887-6791.

For more information about the School of Nursing, visit the school's website (<http://www.apu.edu/nursing>).

School of Nursing Mission Statement

To serve God through excellence in professional nursing education, scholarship, and practice.

Admission

University graduate admission and program-specific requirements must be met before an application is complete. (See the Admission to the University (p. 13) section of this catalog.)

View program-specific application requirements (<http://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 the center's website (<http://www.apu.edu/international>).

Department of Master's Studies (p. 458)

Department of Entry-Level Master's Program (p. 435)

Department of Doctoral Studies (p. 416)

Professional Programs in Nursing (p. 487)

GNRS 500, Conceptual Foundations of Professional Nursing, 3 Units

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.

GNRS 501, Theoretical Thinking in Nursing, 2-4 Units

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 Units

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, 3 Units

This course will focus on transforming the graduate nursing student, preparing for nursing leadership in nursing practice, nursing research, education, and public health policy, for the improvement of patient healthcare outcomes in our increasingly diverse society. Students will move from cultural sensitivity and awareness to critical reflection and action, challenging their assumptions and broadening their perspectives. AACN's The Essentials of Master's Education for Advanced Practice Nursing (2011) serves as the foundation for the development of core cultural competencies.

Prerequisite: Graduate standing in the School of Nursing

GNRS 504, Bioethics and Health Care Policy, 3 Units

This course will outline the role of the healthcare leader in ensuring human rights are upheld in healthcare systems. This course focuses on bioethical analysis, decision-making and moral policy analysis, and formulation. Through course discussion, group and individual assignments, and oral and written presentations, students will analyze and apply bioethical principles to decision- and policy- making processes in the workplace and at national levels. Healthcare ethics and policy will be considered from a Christian worldview.

Prerequisite: graduate standing

GNRS 505, Christian Formation for Holistic Care, 3 Units

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 Concept Analysis in Health Care, 3 Units

Scholarly research and analysis of selected concepts in the spiritual care of persons from the Judeo-Christian perspective provide a central focus to the course. Students also examine healthcare research/other healthcare literature for adequacy with respect to the concept they select. Various assignments facilitate greater student awareness of their own spiritual journey and knowledge of faith traditions other than their own. The course is conducted as a tutorial/seminar experience.

Prerequisite: graduate standing

GNRS 507, Scientific Writing, 3 Units

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 Units

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 508B, Research and Theory in Healthcare, 4 Units

This course prepares the healthcare administrator to apply theory and research evidence in healthcare environments. The relationship between theory and research is examined, exploring questions about the nature, construction, and use of each. Selected theories are explored, and students learn how ideas are developed and used in practice and research. Students learn the fundamentals of quantitative, qualitative, and mixed methods research and deepen their understanding through systematic search, critique, and summary of research studies with application to healthcare. Students work in groups to develop a research plan addressing a healthcare-derived question. Experience in statistical analysis of research data is included.

Prerequisite: GNRS 613 Graduate Statistics

GNRS 509, Qualitative Research: Grounded Theory, 3 Units

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 Units

The major theoretical perspectives for understanding the family as a core unit of analysis are studied. This course fosters the student's recognition of the family's responsibility for health. Factors such as family patterns and care-giving tasks of families experiencing catastrophic or chronic alteration in health care are examined. This class is offered online.

Prerequisite: graduate standing

GNRS 511, Advanced Pediatric Health Assessment and Health Promotion, 4 Units

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

GNSRS 512, Advanced Health Assessment and Health Promotion, 4 Units

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

GNSRS 513, Advanced Nursing Practice Role, 2 Units

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

GNSRS 514, Research Proposal Writing, 2 Units

This course focuses on the application of the concepts in GNSRS 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: GNSRS 508A

GNSRS 515, Advanced Pathophysiology, 3 Units

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

GNSRS 516, Integrative Disease and Symptom Management, 3 Units

Using a systems-based approach, this course provides the student with a broad-based, graduate-level overview for understanding disease processes, treatment modalities, assessment and interventional strategies for patients across the life span.

GNSRS 518, Supervised Practicum in Healthcare, 3 Units

This course will prepare the student to integrate and apply theory, evidence-based practice, and national guidelines and standards in Fieldwork/Clinical/field settings. Students will select Fieldwork/Clinical/field areas in which, with faculty approval, they will participate in precepted experiences. The purpose of the course is to enable the student to gain current, in-depth knowledge in a selected practice area.

GNSRS 520, Theory and Practice of the Clinical Nurse Specialist in Nursing Care of Adult-Gerontology Patients, 6 Units

Critical concepts in advanced collaborative management of adult-gerontology client populations by Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, adult-gerontology continuum of health and illness (i.e., wellness, health promotion, disease prevention), teaching-learning theory, and evidence-based best practices for clinical decision-making for the Adult and Geriatric population are highlighted. CNS roles, competencies, and professional issues and integrated clinical rotations will be chosen from critical care or medical-surgical adult-gerontology populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.

Prerequisites: Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements

GNSRS 521, Clinical Specialization in the Care of Adult-Gerontology Patient, 6 Units

The course prepares the student to apply concepts introduced in GNSRS 520. It focuses on diagnosis and collaborative disease management of acute illness in the adult-gerontology patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice, disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.

Prerequisites: Academic Core and Advanced Practice Core courses, GNSRS 520, current RN license, CPR certificate, and meets health screening requirements

GNRS 530, Theory and Practice of the Clinical Nurse Specialist in the Care of the Pediatric Patient, 6 Units

Critical concepts in the advanced collaborative management of pediatric client populations by the Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, pediatric continuum of health and illness (i.e., wellness, health promotion/disease prevention), teaching-learning theory, and evidence-based/best practices for clinical decision-making for the Pediatric population are highlighted. CNS roles, competencies, and professional issues are integrated. Clinical rotations will be chosen from critical care or medical-surgical pediatric populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.

Prerequisites: Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening needs

GNRS 531, Clinical Specialization in the Care of the Pediatric Patient, 6 Units

The course prepares the student to apply concepts introduced in GNRS 530. It focuses on diagnosis and collaborative disease management of acute illness in the pediatric patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.

Prerequisites: Academic Core and Advanced Practice Core courses, GNRS 530, current RN license, CPR certificate, malpractice insurance, and meets health screening requirements

GNRS 532, Advanced Nursing Practice in Pediatrics, 6 Units

This course emphasizes physiological and psychological basis for critical and chronic conditions in children. Exploration of traditional versus alternate medicine treatment plans, relevant cultural, spiritual and health promotion strategies are incorporated. An advanced science base for the assessment, diagnosis, and management of children and families to promote wellness are the focus of this course.

Prerequisites: Graduate status, completion of GNRS 590A and GNRS 590B

GNRS 533, Psychiatric Theories across the Life Span, 2 Units

This course presents neurobiologic, neuroendocrine, genomic, 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 in primary psychiatric mental health care is provided for the role of the psychiatric mental health nurse practitioner.

Prerequisite: graduate standing;

corequisite: GNRS 534

GNRS 534, Integrated Psychiatric and Health Assessment across the Lifespan, 2 Units

This course teaches the role of the psychiatric mental health nurse practitioner in interviewing, assessing, and utilization of other data collection methods to elicit, analyze, and evaluate bio-psychosocial information regarding psychiatric mental health illness as experienced and understood by the clients, across the lifespan. Assessment and integration of the effects of potential and/or existing co-morbid health problems are focused upon. Diagnostic reasoning that is based on the Diagnostic Statistical Manual is foundational in the course. Development of differential diagnoses and disease management, evidence-based practice, and health promotion that includes client and nurse practitioner collaboration is emphasized.

Prerequisite or corequisite: GNRS 533

GNRS 535, Psychiatric Interventions and Health Promotion across the Life Span, 6 Units

In this course students learn historical, theoretical, and contemporary evidence-based psychotherapies that promote and support client stabilization, rehabilitation, and recovery. The client as a collaborating decision making consumer and the client-clinician therapeutic alliance are central to this course. Students increase competence in assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, group, family), medication management, and health promotion interventions, including motivational interviewing. Student competence in developing and facilitating therapeutic groups as a recovery modality are included in the course. The role of the psychiatric mental health nurse practitioner in the integration and coordination of support services that impact mental health and illness is also included. Students practice verbal psychotherapeutic skills that motivate and facilitate client self-management and progression toward recovery.

Prerequisites: GNRS 533 and GNRS 534; prerequisite or

corequisite: GNRS539

GNRS 536, Psychiatric Mental Health Care with Adults and Older Adults, 6 Units

In this course students increase their knowledge and competence in the assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services, with adults and older adults.

Prerequisites: GNRS 533, GNRS 534, GNRS 535, GNRS 539

GNRS 537, Psychiatric Mental Health Care with Children and Adolescents, 6 Units

In this course, students increase competence in the role of the psychiatric mental health nurse practitioner in the assessment of psychiatric mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services with children, adolescents, and families.

Prerequisites: GNRS 533, GNRS 534, GNRS 535, GNRS 539

GNRS 538, Psychiatric Mental Health Care with Selected Populations, 5 Units

Students increase knowledge and competence in the assessment of psychiatric and mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), medication management, health promotion and disease prevention interventions, and integration and coordination of support services with a selected population. Focus is on integrating and practicing all aspects of the role of the psychiatric mental health nurse practitioner with clients who are experiencing acute and/or chronic mental health problems and psychiatric disorders.

Prerequisites: GNRS 533, GNRS 534, GNRS 535, GNRS 536, GNRS 537 or corequisite GNRS 537

GNRS 539, Psychopharmacology, 2 Units

Students in this course build upon knowledge of advanced practice nursing and provides content essential for the psychiatric mental health nurse practitioner to prescribe appropriate pharmacologic treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for psychopharmaceuticals commonly utilized across the lifespan are addressed.

Prerequisites: GNRS 533, GNRS 534; corequisite GNRS 535

GNRS 540, Care Management, 2 Units

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 Units

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 542, Advanced Concepts and Competencies in Pediatric Primary Health Care, 3 Units

This course offers a comprehensive review and synthesis of core concepts and competencies for the pediatric advanced practice nurse in the primary care setting. This culminating experience for pediatric nurse practitioner students incorporates seminar discussions and clinical practicum placement. The course also provides a discussion of developmental/behavioral issues, management of acute and chronic care illnesses seen in primary care settings, and preventative health care.

Prerequisites: graduate standing; completion of (or with instructor's permission, concurrent enrollment in) GNRS532; completion of GNRS 590A and GNRS590B

GNRS 543, Transitions Across the Care Continuum, 4-6 Units

This course focuses on principles and models of care and their implementation in a multidisciplinary practice environment that emphasizes health care delivery through integration of services and transition management. The student is introduced to decision-making related to allocation of resources and services, development of protocols and evaluation of management approaches. Evidence-based approaches to the clinical, administrative, educational and research dimensions of patient care will be emphasized. Evaluation of care management activities with the student's selected clinical population is an integral component of the course.

Prerequisite: For NP and CNS students - completion of one clinical specialization course.

GNRS 544, Clinical Specialization Residency, 2-3 Units

The elective clinical residency is a clinical specialty experiential program designed as a collaborative partnership between the School of Nursing and selected community health care organizations. This residency is an intensive precepted clinical experience planned to ease the role transition from a student nurse to a beginning professional nurse in a specialized setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination. The student will increase their ability to perform clinical reasoning with the assigned patient population and evaluate QSEN competencies of patient centered care, safety, evidence based practice, informatics, and teamwork and collaboration.

Prerequisite: Completion of/or concurrent with GNRS 573.

GNRS 546, Theory and Practice in Health Care Systems in the Community, 6 Units

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 Units

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 548, Health Promotion Across the Lifespan, 2 Units

The course focuses on health promotion and disease prevention across the lifespan and around the globe. The course includes exploration of population health issues, environmental implications in health and health policy, impact on health promotion and the development of disease.

Prerequisites: Academic Core, Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements.

GNRS 550A, Theory and Practice in School Nursing, 6 Units

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 555, Medical Surgical Care of the Adult and Geriatric Patient, 7 Units

This course introduces crucial concepts to professional nursing care such as nursing process, communication, therapeutic interventions, and critical thinking and clinical reasoning. The course focuses on the application of biological, psychosocial, and spiritual concepts to hospitalized adult and elderly clients with acute and/or chronic illnesses. Students will be guided in critical thinking and clinical reasoning exercises in the management of hospitalized clients. Nursing process is utilized to provide care to one or two adult clients within the health care delivery system of an acute care setting. The clinical practicum focuses on the cognitive basis, scientific principles, and manipulative component of psychomotor skills used when providing nursing care. Students will have an opportunity to practice simulated clinical skills.

Prerequisites: Admission to the ELM program; completion of all prerequisite courses for the program

GNRS 556, Intermediate Medical Surgical Care of the Adult, 7 Units

This course is designed to build on the base of medical-surgical nursing knowledge from GNRS555. The course focuses on comprehensive nursing care to patients with acute need for continuous cardiac monitoring, pulse oximetry monitoring, or ventilator assistance in telemetry units, in restorative care setting, or long-term care setting.

Prerequisites: admission to the ELM program; successful completion of GNRS 555

GNRS 557, Medical Spanish for Advanced Practice Nurses, 3 Units

This course provides non-Spanish speaking advanced practice nursing students with foundational knowledge of Spanish language structure and vocabulary, building appropriate phrasing to facilitate communication in health care settings. Cultural issues relevant to health and illness in the Latino community are also addressed.

Prerequisites: graduate nursing student standing, or instructor's permission

GNRS 559, Audiometry for School Nurses, 3 Units

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, Strategic Leadership in Healthcare, 3 Units

This course is designed to develop knowledge, skills and attitudes about leadership across the healthcare continuum. The student will consider the professional role of the healthcare administrator both from a leadership and a management perspective. Areas of concentration will include leadership theory, structure of healthcare institutions, systems thinking and decision-making, performance improvement including quality and safety issues, risk management and effective communication skills. Application of business skills will be integrated. Students will consider the theoretical and research background, current issues and trends, leadership and administrative implications of specific topics.

GNRS 564, Nutrition and Therapeutics, 2 Units

Functions of nutrients and the consequences of their deficiencies and excesses in the body are explored. Students are introduced to a variety of tools for planning and evaluating diets including a computer diet analysis. Application of nutrition concepts are interwoven into health care and fitness conditions. Students look at the prevention of chronic disease as it relates to proper nutrition and adequate exercise.

Prerequisite: Admission to the ELM program

GNRS 567, Healthcare Administration and Leadership Supervised Practicum, 3 Units

This course provides the student with the opportunity to experience the role of healthcare administrator. An individualized administration practicum in a specific area of clinical emphasis is chosen by the student and approved and monitored by the faculty and preceptor. Competencies that govern the role of the healthcare administrator are explored in depth. Students focus on the context for enacting the role of administrator in a healthcare delivery system.

Prerequisites: GNRS 504, GNRS 506, GNRS 508B, GNRS 543, GNRS 560, GNRS 568, GNRS 596, GNRS 613 and MGMT 516, MGMT 517

GNRS 568, Healthcare Finance, 4 Units

This course is an introduction to financial concepts and skills need for healthcare leaders, managers, and executives. The student will develop skills in assessing multiple dimensions of financial performance and methods to improve the financial health of an organization in the context of current patient care system.

GNRS 569, Quality and Safety for Health Care Practice, 2 Units

This course is designed to deepen and advance the student's knowledge and ability to systematically apply the principles of patient quality and safety into nursing practice. Based on national standards, the focus will be to examine and apply quality and safety tools, including informatics, that can be used to improve patient care delivery across the continuum of health care.

GNRS 570, Parish Nursing/Health Ministries, 2 Units

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 Units

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 575, Nursing Care in Maternal, Newborn, and Women's Health, 4 Units

This course focuses on the theoretical and clinical concepts of the childbearing patient, her infant, and her family. The students study both normal and complicated obstetrics. Selected issues of women's health are explored. The student is introduced to birth preparation, prenatal care, normal neonatal, and postpartum care with concurrent clinical experiences.

Prerequisites: admission to the ELM program; successful completion of semesters one and two

GNRS 576, Pharmacology, 2 Units

This course is designed for students who have completed organic chemistry, inorganic chemistry, and biochemistry. The content focuses on principles of pharmacology and specifics of the major drug classifications.

Prerequisite: admission to the ELM program

GNRS 578, Health Assessment, 3 Units

This course provides the nursing student with skills in physical, spiritual, and psychosocial assessment of adult clients. History-taking and physical examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included.

Prerequisite: Admission to the ELM program

GNRS 580, Gerontology, 2 Units

This course integrates research and writings about the major trends and developments in the field of gerontology as they apply to the field of nursing. The approach is interdisciplinary and course material includes information from the fields of sociology, psychology, anthropology, biological sciences, medicine, nursing and psychiatry. Development in adulthood will be viewed from multiple perspectives which include cognitive, behavioral, biological, social-cultural and spiritual. The influences that these perspectives have on the successful negotiation of age-related issues will be considered. Finally students will examine aspects of human aging both in contemporary American society and from a cross-cultural and ethnic perspective.

Prerequisite: Graduate status in the School of Nursing.

GNRS 581, Primary Health Care of the Older Adult, 5 Units

GNRS 581 focuses on the role of the adult-gerontology primary care nurse practitioner in the management of the older adult including health promotion, assessment, treatment, and maintenance of common primary care health problems. The clinical practicum emphasizes the application of theory and evidence-based research for the delivery of culturally competent assessment and treatment of the older adult within the context of their families and in a variety of outpatient settings.

Prerequisites: Graduate status in the School of Nursing. Completion of Academic Core and Advanced Practice Core courses.

GNRS 582A, Pathophysiology, 2 Units

This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.

Prerequisite: admission to the ELM program

GNRS 582B, Pathophysiology, 2 Units

This course continues the presentation 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.

Prerequisites: admission to the ELM program; successful completion of GNRS 582A

GNRS 583, Nursing Care of Children and Young Adults, 4 Units

This theoretical and clinical course focuses on the care of children from birth through adolescence. The effects of acute and chronic illness on growth and development are studied in the acute and community health care setting. Education of the child and family on health promotion, disease prevention, and safety issues are addressed. Ethical issues are discussed regarding the relationship to the child and family, including issues such as child abuse, informed consent, and the impact of diverse cultural and spiritual beliefs on health care decisions in the family.

Prerequisites: Admission to the ELM program; successful completion of semesters one and two

GNRS 584, Mental Health Nursing, 4 Units

This theoretical and clinical course focuses on the dynamics of psychosocial stress within the interpersonal and intrapersonal systems of clients with acute and chronic psychiatric disorders.

Prerequisites: Admission to the ELM program; successful completion of semesters one and two

GNRS 586, Leadership and Management in Professional Practice, 2 Units

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 Units

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing, and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings, with a focus on care of the gerontological client. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care is included.

Prerequisites: Admission to the ELM program; successful completion of semesters one, two, and three

GNRS 588, Advanced Nursing Care of Adults - Leadership, 6 Units

This course involves the application of pathophysiological, psychosocial, and spiritual concepts to adult and geriatric clients experiencing the stress of illness in acute settings. The primary focus of the course is to care for critically ill clients and their families with complex health care needs in a critical-care setting. A second area of focus is on the utilization of leadership and management concepts/skills in providing comprehensive care to groups of clients and families. Emphasis is placed on preparing the student to practice in a beginning leadership role in managing client care. Legal and ethical issues related to acute care are included.

Prerequisites: Admission to the ELM program; GNRS 579A and GNRS 579B, GNRS 582, GNRS 585

GNRS 589, Adolescent Health Care, 2-4 Units

GNRS 589 focuses on the growth and development of adolescents as well as assessment, prevention, and management of common health and psychosocial problems in this population. Emphasis is placed on age-appropriate and culturally-competent provision of primary health care to adolescents in a family system.

Prerequisites: Graduate status in the School of Nursing. 2 unit course requires completion of GNRS 515, GNRS 594. 4 unit course requires GNRS 515, GNRS 594, and GNRS 511 or GNRS 512.

GNRS 590A, Primary Health Care of the Young Family, 6 Units

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, 4 Units

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 Units

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 Adult and Aging Family, 6 Units

This combined theory and clinical course focuses on the role of the nurse practitioner (NP) 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 is addressed.

Prerequisites: Academic Core and Advanced Practice Core courses

GNRS 592B, Primary Health Care Clinical Practicum, 2 Units

This course provides the final comprehensive clinical management experience, allowing FNP and AGNP students to apply knowledge gained throughout their course of study. Clinical conferences provide opportunity for discussion of role development issues and clinical case studies. Students engage in the clinical assessment and management of adults of diverse cultural backgrounds with routine and complex health problems in out-patient settings. Under the supervision of qualified preceptors and School of Nursing faculty, the student must complete his/her clinical hours and demonstrate mastery to perform the role of an entry-level nurse practitioner.

Prerequisite: Completion of clinical courses for the FNP or AGNP program track.

GNRS 593, Psychosocial Primary Health Care of the Adult and Aging Family, 4 Units

This combined didactic and clinical course focuses on psychosocial primary health care of the mature and aging family. Didactic content and clinical experiences emphasize the advanced practice nursing role in the medical management of chronic illness with concurrent assessment for psychosocial stressors that impact the experience and management of chronic illness. Students learn to tailor patient-centered therapeutic strategies, including presence, multi-faceted functional assessment, motivational interviewing, stress reduction techniques and spiritual support to individual patients.

Prerequisites: Academic Core and Advanced Practice Core courses

GNRS 594, Pharmacology in Advanced Practice Nursing, 3 Units

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 Units

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, Foundations of Healthcare Informatics, 3 Units

This course provides an overview of basic concepts for practice in healthcare-oriented informatics. These core concepts include an introduction to clinical and translational informatics; foundational theory and practical application of clinical decision making and computerized decision support; healthcare systems and their organization; the special issues of administration, security, and operations of electronic records in the healthcare setting; human factors issues; information science in the healthcare domain; standards, terminologies, and the uniqueness of biomedical data; and a special focus on emerging technologies.

GNRS 597, Comprehensive Examination Directed Study, 1 Unit

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 Unit

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 Units

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 Units

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 620, Genome Science in Healthcare, 3 Units

This course covers basic genomic concepts and technologies intended for personalizing healthcare. The primary goal is to provide the student with clinically relevant knowledge that can be used in practice and for teaching other healthcare professionals, patients and families. Applications of genome science and technology are analyzed in the context of real world examples taken from a variety of clinical specialty areas to better understand the relation between genomics, health, and illness.

GNRS 622, Genome Science and Ethical Issues, 3 Units

This course examines current applications and implications of genome science and technology to healthcare, public health policy, economics, ethics, federal and state laws and societal issues. The following discussion topics are at the leading edge of healthcare and social debate: DNA biobanking, genetic profiling, and genomic technologies used in genome medicine such as stem cell research, gene therapy, and genetic enhancements. In addition, the course addresses ethics, philosophy, and theology literature to explore thoughtful discussions that cover a wide range of genome applications in healthcare and health science research.

Prerequisite: GNRS 620

GNRS 660, Theories of Teaching and Instruction, 3 Units

This course analyzes selected teaching and learning models that are applicable to nursing education. Strategies for classroom and clinical teaching are examined. Research relative to nursing education is reviewed and critiqued. Design of research methods to determine effectiveness of teaching strategies is incorporated. Course development and student evaluation are emphasized. Selected faculty and nursing education issues are also explored.

GNRS 661, Leadership and Role Development in Nursing Education, 3 Units

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 Units

Theoretical approaches to educational assessment, the development and implementation of nursing curriculum, and student and program outcomes are addressed. The importance of incorporating Christian values in the curriculum are emphasized. The course includes critical analyses of related topics based upon current research in nursing and higher education literatures.

GNRS 663, Clinical Practicum in Nursing Education, 3 Units

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 664, Teaching-Learning Strategies and Educational Technology in Nursing Education, 3 Units

This course will equip the nurse educator to develop and utilize theory- and evidence-based instructional strategies and tools in traditional and non-traditional formats in a variety of nursing educational settings.

Prerequisites: For MSN-NEd, completion of GNRS 660; for Nurse Educator Post-Master's Certificate, GNRS 660.

GNRS 695, Special Topics, 1-4 Units

A subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. This course may be repeated for credit to a maximum of 6 units applied toward the MSN or PhD degree; each course must address a different topic.

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Department of Doctoral Studies

The Department of Doctoral Studies offers two doctoral programs, the Doctor of Philosophy in Nursing (PhD) and the Doctor of Nursing Practice (DNP). Scholarship is fundamental to both degrees. The PhD is a research-based program that primarily prepares students to conduct independent research and disseminate their findings. The DNP degree is a clinically-focused degree that provides graduates with the expertise to assess nursing research evidence, evaluate the impact of nursing research on nursing practice (evidence-based practice), and take a leadership role in making changes in the healthcare environment to enhance the quality of care.

View Programs

- Doctor of Philosophy in Nursing (PhD) (p. 432)
- Doctor of Nursing Practice (DNP) (p. 430)

GNRS 500, Conceptual Foundations of Professional Nursing, 3 Units

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.

GNRS 501, Theoretical Thinking in Nursing, 2-4 Units

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 Units

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, 3 Units

This course will focus on transforming the graduate nursing student, preparing for nursing leadership in nursing practice, nursing research, education, and public health policy, for the improvement of patient healthcare outcomes in our increasingly diverse society. Students will move from cultural sensitivity and awareness to critical reflection and action, challenging their assumptions and broadening their perspectives. AACN's *The Essentials of Master's Education for Advanced Practice Nursing* (2011) serves as the foundation for the development of core cultural competencies.

Prerequisite: Graduate standing in the School of Nursing

GNRS 504, Bioethics and Health Care Policy, 3 Units

This course will outline the role of the healthcare leader in ensuring human rights are upheld in healthcare systems. This course focuses on bioethical analysis, decision-making and moral policy analysis, and formulation. Through course discussion, group and individual assignments, and oral and written presentations, students will analyze and apply bioethical principles to decision- and policy- making processes in the workplace and at national levels. Healthcare ethics and policy will be considered from a Christian worldview.

Prerequisite: graduate standing

GNRS 505, Christian Formation for Holistic Care, 3 Units

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 Concept Analysis in Health Care, 3 Units

Scholarly research and analysis of selected concepts in the spiritual care of persons from the Judeo-Christian perspective provide a central focus to the course. Students also examine healthcare research/other healthcare literature for adequacy with respect to the concept they select. Various assignments facilitate greater student awareness of their own spiritual journey and knowledge of faith traditions other than their own. The course is conducted as a tutorial/seminar experience.

Prerequisite: graduate standing

GNRS 507, Scientific Writing, 3 Units

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 Units

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 508B, Research and Theory in Healthcare, 4 Units

This course prepares the healthcare administrator to apply theory and research evidence in healthcare environments. The relationship between theory and research is examined, exploring questions about the nature, construction, and use of each. Selected theories are explored, and students learn how ideas are developed and used in practice and research. Students learn the fundamentals of quantitative, qualitative, and mixed methods research and deepen their understanding through systematic search, critique, and summary of research studies with application to healthcare. Students work in groups to develop a research plan addressing a healthcare-derived question. Experience in statistical analysis of research data is included.

Prerequisite: GNRS 613 Graduate Statistics

GNRS 509, Qualitative Research: Grounded Theory, 3 Units

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 Units

The major theoretical perspectives for understanding the family as a core unit of analysis are studied. This course fosters the student's recognition of the family's responsibility for health. Factors such as family patterns and care-giving tasks of families experiencing catastrophic or chronic alteration in health care are examined. This class is offered online.

Prerequisite: graduate standing

GNRS 511, Advanced Pediatric Health Assessment and Health Promotion, 4 Units

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 Units

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 Units

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 Units

This course focuses on the application of the concepts in GNRS 508A. The goal is the completion of a research proposal that details the problem, the research purpose, questions or hypotheses to be tested, a critique of the literature, the design and methods of the study including protection of human subjects, the plans for analysis, use of the study, and the budget and personnel.

Prerequisite: GNRS 508A

GNRS 515, Advanced Pathophysiology, 3 Units

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 516, Integrative Disease and Symptom Management, 3 Units

Using a systems-based approach, this course provides the student with a broad-based, graduate-level overview for understanding disease processes, treatment modalities, assessment and interventional strategies for patients across the life span.

GNRS 518, Supervised Practicum in Healthcare, 3 Units

This course will prepare the student to integrate and apply theory, evidence-based practice, and national guidelines and standards in Fieldwork/Clinical/field settings. Students will select Fieldwork/Clinical/field areas in which, with faculty approval, they will participate in precepted experiences. The purpose of the course is to enable the student to gain current, in-depth knowledge in a selected practice area.

GNRS 520, Theory and Practice of the Clinical Nurse Specialist in Nursing Care of Adult-Gerontology Patients, 6 Units

Critical concepts in advanced collaborative management of adult-gerontology client populations by Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, adult-gerontology continuum of health and illness (i.e., wellness, health promotion, disease prevention), teaching-learning theory, and evidence-based best practices for clinical decision-making for the Adult and Geriatric population are highlighted. CNS roles, competencies, and professional issues and integrated clinical rotations will be chosen from critical care or medical-surgical adult-gerontology populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.

Prerequisites: Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements

GNRS 521, Clinical Specialization in the Care of Adult-Gerontology Patient, 6 Units

The course prepares the student to apply concepts introduced in GNRS 520. It focuses on diagnosis and collaborative disease management of acute illness in the adult-gerontology patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice, disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.

Prerequisites: Academic Core and Advanced Practice Core courses, GNRS 520, current RN license, CPR certificate, and meets health screening requirements

GNRS 530, Theory and Practice of the Clinical Nurse Specialist in the Care of the Pediatric Patient, 6 Units

Critical concepts in the advanced collaborative management of pediatric client populations by the Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, pediatric continuum of health and illness (i.e., wellness, health promotion/disease prevention), teaching-learning theory, and evidence-based/best practices for clinical decision-making for the Pediatric population are highlighted. CNS roles, competencies, and professional issues are integrated. Clinical rotations will be chosen from critical care or medical-surgical pediatric populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.

Prerequisites: Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening needs

GNRS 531, Clinical Specialization in the Care of the Pediatric Patient, 6 Units

The course prepares the student to apply concepts introduced in GNRS 530. It focuses on diagnosis and collaborative disease management of acute illness in the pediatric patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.

Prerequisites: Academic Core and Advanced Practice Core courses, GNRS 530, current RN license, CPR certificate, malpractice insurance, and meets health screening requirements

GNRS 532, Advanced Nursing Practice in Pediatrics, 6 Units

This course emphasizes physiological and psychological basis for critical and chronic conditions in children. Exploration of traditional versus alternate medicine treatment plans, relevant cultural, spiritual and health promotion strategies are incorporated. An advanced science base for the assessment, diagnosis, and management of children and families to promote wellness are the focus of this course.

Prerequisites: Graduate status, completion of GNRS 590A and GNRS 590B

GNRS 533, Psychiatric Theories across the Life Span, 2 Units

This course presents neurobiologic, neuroendocrine, genomic, 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 in primary psychiatric mental health care is provided for the role of the psychiatric mental health nurse practitioner.

Prerequisite: graduate standing;

corequisite: GNRS 534

GNRS 534, Integrated Psychiatric and Health Assessment across the Lifespan, 2 Units

This course teaches the role of the psychiatric mental health nurse practitioner in interviewing, assessing, and utilization of other data collection methods to elicit, analyze, and evaluate bio-psychosocial information regarding psychiatric mental health illness as experienced and understood by the clients, across the lifespan. Assessment and integration of the effects of potential and/or existing co-morbid health problems are focused upon. Diagnostic reasoning that is based on the Diagnostic Statistical Manual is foundational in the course. Development of differential diagnoses and disease management, evidence-based practice, and health promotion that includes client and nurse practitioner collaboration is emphasized.

Prerequisite or corequisite: GNRS 533

GNRS 535, Psychiatric Interventions and Health Promotion across the Life Span, 6 Units

In this course students learn historical, theoretical, and contemporary evidence-based psychotherapies that promote and support client stabilization, rehabilitation, and recovery. The client as a collaborating decision making consumer and the client-clinician therapeutic alliance are central to this course. Students increase competence in assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, group, family), medication management, and health promotion interventions, including motivational interviewing. Student competence in developing and facilitating therapeutic groups as a recovery modality are included in the course. The role of the psychiatric mental health nurse practitioner in the integration and coordination of support services that impact mental health and illness is also included. Students practice verbal psychotherapeutic skills that motivate and facilitate client self-management and progression toward recovery.

Prerequisites: GNRS 533 and GNRS 534; prerequisite or

corequisite: GNRS539

GNRS 536, Psychiatric Mental Health Care with Adults and Older Adults, 6 Units

In this course students increase their knowledge and competence in the assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services, with adults and older adults.

Prerequisites: GNRS 533, GNRS 534, GNRS 535, GNRS 539

GNRS 537, Psychiatric Mental Health Care with Children and Adolescents, 6 Units

In this course, students increase competence in the role of the psychiatric mental health nurse practitioner in the assessment of psychiatric mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services with children, adolescents, and families.

Prerequisites: GNRS 533, GNRS 534, GNRS 535, GNRS 539

GNRS 538, Psychiatric Mental Health Care with Selected Populations, 5 Units

Students increase knowledge and competence in the assessment of psychiatric and mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), medication management, health promotion and disease prevention interventions, and integration and coordination of support services with a selected population. Focus is on integrating and practicing all aspects of the role of the psychiatric mental health nurse practitioner with clients who are experiencing acute and/or chronic mental health problems and psychiatric disorders.

Prerequisites: GNRS 533, GNRS 534, GNRS 535, GNRS 536, GNRS 537 or corequisite GNRS 537

GNRS 539, Psychopharmacology, 2 Units

Students in this course build upon knowledge of advanced practice nursing and provides content essential for the psychiatric mental health nurse practitioner to prescribe appropriate pharmacologic treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for psychopharmaceuticals commonly utilized across the lifespan are addressed.

Prerequisites: GNRS 533, GNRS 534; corequisite GNRS 535

GNRS 540, Care Management, 2 Units

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 Units

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 542, Advanced Concepts and Competencies in Pediatric Primary Health Care, 3 Units

This course offers a comprehensive review and synthesis of core concepts and competencies for the pediatric advanced practice nurse in the primary care setting. This culminating experience for pediatric nurse practitioner students incorporates seminar discussions and clinical practicum placement. The course also provides a discussion of developmental/behavioral issues, management of acute and chronic care illnesses seen in primary care settings, and preventative health care.

Prerequisites: graduate standing; completion of (or with instructor's permission, concurrent enrollment in) GNRS532; completion of GNRS 590A and GNRS590B

GNRS 543, Transitions Across the Care Continuum, 4-6 Units

This course focuses on principles and models of care and their implementation in a multidisciplinary practice environment that emphasizes health care delivery through integration of services and transition management. The student is introduced to decision-making related to allocation of resources and services, development of protocols and evaluation of management approaches. Evidence-based approaches to the clinical, administrative, educational and research dimensions of patient care will be emphasized. Evaluation of care management activities with the student's selected clinical population is an integral component of the course.

Prerequisite: For NP and CNS students - completion of one clinical specialization course.

GNRS 543P, Transitions Across the Care Continuum - Practicum, 0 Units

GNRS 544, Clinical Specialization Residency, 2-3 Units

The elective clinical residency is a clinical specialty experiential program designed as a collaborative partnership between the School of Nursing and selected community health care organizations. This residency is an intensive precepted clinical experience planned to ease the role transition from a student nurse to a beginning professional nurse in a specialized setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination. The student will increase their ability to perform clinical reasoning with the assigned patient population and evaluate QSEN competencies of patient centered care, safety, evidence based practice, informatics, and teamwork and collaboration.

Prerequisite: Completion of/or concurrent with GNRS 573.

GNRS 546, Theory and Practice in Health Care Systems in the Community, 6 Units

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 Units

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 548, Health Promotion Across the Lifespan, 2 Units

The course focuses on health promotion and disease prevention across the lifespan and around the globe. The course includes exploration of population health issues, environmental implications in health and health policy, impact on health promotion and the development of disease.

Prerequisites: Academic Core, Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements.

GNRS 550A, Theory and Practice in School Nursing, 6 Units

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 555, Medical Surgical Care of the Adult and Geriatric Patient, 7 Units

This course introduces crucial concepts to professional nursing care such as nursing process, communication, therapeutic interventions, and critical thinking and clinical reasoning. The course focuses on the application of biological, psychosocial, and spiritual concepts to hospitalized adult and elderly clients with acute and/or chronic illnesses. Students will be guided in critical thinking and clinical reasoning exercises in the management of hospitalized clients. Nursing process is utilized to provide care to one or two adult clients within the health care delivery system of an acute care setting. The clinical practicum focuses on the cognitive basis, scientific principles, and manipulative component of psychomotor skills used when providing nursing care. Students will have an opportunity to practice simulated clinical skills.

Prerequisites: Admission to the ELM program; completion of all prerequisite courses for the program

GNRS 556, Intermediate Medical Surgical Care of the Adult, 7 Units

This course is designed to build on the base of medical-surgical nursing knowledge from GNRS555. The course focuses on comprehensive nursing care to patients with acute need for continuous cardiac monitoring, pulse oximetry monitoring, or ventilator assistance in telemetry units, in restorative care setting, or long-term care setting.

Prerequisites: admission to the ELM program; successful completion of GNRS 555

GNRS 557, Medical Spanish for Advanced Practice Nurses, 3 Units

This course provides non-Spanish speaking advanced practice nursing students with foundational knowledge of Spanish language structure and vocabulary, building appropriate phrasing to facilitate communication in health care settings. Cultural issues relevant to health and illness in the Latino community are also addressed.

Prerequisites: graduate nursing student standing, or instructor's permission

GNRS 559, Audiometry for School Nurses, 3 Units

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, Strategic Leadership in Healthcare, 3 Units

This course is designed to develop knowledge, skills and attitudes about leadership across the healthcare continuum. The student will consider the professional role of the healthcare administrator both from a leadership and a management perspective. Areas of concentration will include leadership theory, structure of healthcare institutions, systems thinking and decision-making, performance improvement including quality and safety issues, risk management and effective communication skills. Application of business skills will be integrated. Students will consider the theoretical and research background, current issues and trends, leadership and administrative implications of specific topics.

GNRS 564, Nutrition and Therapeutics, 2 Units

Functions of nutrients and the consequences of their deficiencies and excesses in the body are explored. Students are introduced to a variety of tools for planning and evaluating diets including a computer diet analysis. Application of nutrition concepts are interwoven into health care and fitness conditions. Students look at the prevention of chronic disease as it relates to proper nutrition and adequate exercise.

Prerequisite: Admission to the ELM program

GNRS 567, Healthcare Administration and Leadership Supervised Practicum, 3 Units

This course provides the student with the opportunity to experience the role of healthcare administrator. An individualized administration practicum in a specific area of clinical emphasis is chosen by the student and approved and monitored by the faculty and preceptor. Competencies that govern the role of the healthcare administrator are explored in depth. Students focus on the context for enacting the role of administrator in a healthcare delivery system.

Prerequisites: GNRS 504, GNRS 506, GNRS 508B, GNRS 543, GNRS 560, GNRS 568, GNRS 596, GNRS 613 and MGMT 516, MGMT 517

GNRS 568, Healthcare Finance, 4 Units

This course is an introduction to financial concepts and skills need for healthcare leaders, managers, and executives. The student will develop skills in assessing multiple dimensions of financial performance and methods to improve the financial health of an organization in the context of current patient care system.

GNRS 569, Quality and Safety for Health Care Practice, 2 Units

This course is designed to deepen and advance the student's knowledge and ability to systematically apply the principles of patient quality and safety into nursing practice. Based on national standards, the focus will be to examine and apply quality and safety tools, including informatics, that can be used to improve patient care delivery across the continuum of health care.

GNRS 570, Parish Nursing/Health Ministries, 2 Units

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 Units

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 575, Nursing Care in Maternal, Newborn, and Women's Health, 4 Units

This course focuses on the theoretical and clinical concepts of the childbearing patient, her infant, and her family. The students study both normal and complicated obstetrics. Selected issues of women's health are explored. The student is introduced to birth preparation, prenatal care, normal neonatal, and postpartum care with concurrent clinical experiences.

Prerequisites: admission to the ELM program; successful completion of semesters one and two

GNRS 576, Pharmacology, 2 Units

This course is designed for students who have completed organic chemistry, inorganic chemistry, and biochemistry. The content focuses on principles of pharmacology and specifics of the major drug classifications.

Prerequisite: admission to the ELM program

GNRS 578, Health Assessment, 3 Units

This course provides the nursing student with skills in physical, spiritual, and psychosocial assessment of adult clients. History-taking and physical examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included.

Prerequisite: Admission to the ELM program

GNRS 580, Gerontology, 2 Units

This course integrates research and writings about the major trends and developments in the field of gerontology as they apply to the field of nursing. The approach is interdisciplinary and course material includes information from the fields of sociology, psychology, anthropology, biological sciences, medicine, nursing and psychiatry. Development in adulthood will be viewed from multiple perspectives which include cognitive, behavioral, biological, social-cultural and spiritual. The influences that these perspectives have on the successful negotiation of age-related issues will be considered. Finally students will examine aspects of human aging both in contemporary American society and from a cross-cultural and ethnic perspective.

Prerequisite: Graduate status in the School of Nursing.

GNRS 581, Primary Health Care of the Older Adult, 5 Units

GNRS 581 focuses on the role of the adult-gerontology primary care nurse practitioner in the management of the older adult including health promotion, assessment, treatment, and maintenance of common primary care health problems. The clinical practicum emphasizes the application of theory and evidence-based research for the delivery of culturally competent assessment and treatment of the older adult within the context of their families and in a variety of outpatient settings.

Prerequisites: Graduate status in the School of Nursing. Completion of Academic Core and Advanced Practice Core courses.

GNRS 582A, Pathophysiology, 2 Units

This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.

Prerequisite: admission to the ELM program

GNRS 582B, Pathophysiology, 2 Units

This course continues the presentation 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.

Prerequisites: admission to the ELM program; successful completion of GNRS 582A

GNRS 583, Nursing Care of Children and Young Adults, 4 Units

This theoretical and clinical course focuses on the care of children from birth through adolescence. The effects of acute and chronic illness on growth and development are studied in the acute and community health care setting. Education of the child and family on health promotion, disease prevention, and safety issues are addressed. Ethical issues are discussed regarding the relationship to the child and family, including issues such as child abuse, informed consent, and the impact of diverse cultural and spiritual beliefs on health care decisions in the family.

Prerequisites: Admission to the ELM program; successful completion of semesters one and two

GNRS 584, Mental Health Nursing, 4 Units

This theoretical and clinical course focuses on the dynamics of psychosocial stress within the interpersonal and intrapersonal systems of clients with acute and chronic psychiatric disorders.

Prerequisites: Admission to the ELM program; successful completion of semesters one and two

GNRS 586, Leadership and Management in Professional Practice, 2 Units

This course emphasizes leadership and management theory including systems theory in a number of applications and settings. It 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 Units

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing, and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings, with a focus on care of the gerontological client. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care is included.

Prerequisites: Admission to the ELM program; successful completion of semesters one, two, and three

GNRS 588, Advanced Nursing Care of Adults - Leadership, 6 Units

This course involves the application of pathophysiological, psychosocial, and spiritual concepts to adult and geriatric clients experiencing the stress of illness in acute settings. The primary focus of the course is to care for critically ill clients and their families with complex health care needs in a critical-care setting. A second area of focus is on the utilization of leadership and management concepts/skills in providing comprehensive care to groups of clients and families. Emphasis is placed on preparing the student to practice in a beginning leadership role in managing client care. Legal and ethical issues related to acute care are included.

Prerequisites: Admission to the ELM program; GNRS 579A and GNRS 579B, GNRS 582, GNRS 585

GNRS 589, Adolescent Health Care, 2-4 Units

GNRS 589 focuses on the growth and development of adolescents as well as assessment, prevention, and management of common health and psychosocial problems in this population. Emphasis is placed on age-appropriate and culturally-competent provision of primary health care to adolescents in a family system.

Prerequisites: Graduate status in the School of Nursing. 2 unit course requires completion of GNRS 515, GNRS 594. 4 unit course requires GNRS 515, GNRS 594, and GNRS 511 or GNRS 512.

GNRS 590A, Primary Health Care of the Young Family, 6 Units

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, 4 Units

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 Units

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 Adult and Aging Family, 6 Units

This combined theory and clinical course focuses on the role of the nurse practitioner (NP) 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 is addressed.

Prerequisites: Academic Core and Advanced Practice Core courses

GNRS 592B, Primary Health Care Clinical Practicum, 2 Units

This course provides the final comprehensive clinical management experience, allowing FNP and AGNP students to apply knowledge gained throughout their course of study. Clinical conferences provide opportunity for discussion of role development issues and clinical case studies. Students engage in the clinical assessment and management of adults of diverse cultural backgrounds with routine and complex health problems in out-patient settings. Under the supervision of qualified preceptors and School of Nursing faculty, the student must complete his/her clinical hours and demonstrate mastery to perform the role of an entry-level nurse practitioner.

Prerequisite: Completion of clinical courses for the FNP or AGNP program track.

GNRS 593, Psychosocial Primary Health Care of the Adult and Aging Family, 4 Units

This combined didactic and clinical course focuses on psychosocial primary health care of the mature and aging family. Didactic content and clinical experiences emphasize the advanced practice nursing role in the medical management of chronic illness with concurrent assessment for psychosocial stressors that impact the experience and management of chronic illness. Students learn to tailor patient-centered therapeutic strategies, including presence, multi-faceted functional assessment, motivational interviewing, stress reduction techniques and spiritual support to individual patients.

Prerequisites: Academic Core and Advanced Practice Core courses

GNRS 594, Pharmacology in Advanced Practice Nursing, 3 Units

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 Units

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, Foundations of Healthcare Informatics, 3 Units

This course provides an overview of basic concepts for practice in healthcare-oriented informatics. These core concepts include an introduction to clinical and translational informatics; foundational theory and practical application of clinical decision making and computerized decision support; healthcare systems and their organization; the special issues of administration, security, and operations of electronic records in the healthcare setting; human factors issues; information science in the healthcare domain; standards, terminologies, and the uniqueness of biomedical data; and a special focus on emerging technologies.

GNRS 597, Comprehensive Examination Directed Study, 1 Unit

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 Unit

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 Units

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 Units

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 620, Genome Science in Healthcare, 3 Units

This course covers basic genomic concepts and technologies intended for personalizing healthcare. The primary goal is to provide the student with clinically relevant knowledge that can be used in practice and for teaching other healthcare professionals, patients and families. Applications of genome science and technology are analyzed in the context of real world examples taken from a variety of clinical specialty areas to better understand the relation between genomics, health, and illness.

GNRS 622, Genome Science and Ethical Issues, 3 Units

This course examines current applications and implications of genome science and technology to healthcare, public health policy, economics, ethics, federal and state laws and societal issues. The following discussion topics are at the leading edge of healthcare and social debate: DNA biobanking, genetic profiling, and genomic technologies used in genome medicine such as stem cell research, gene therapy, and genetic enhancements. In addition, the course addresses ethics, philosophy, and theology literature to explore thoughtful discussions that cover a wide range of genome applications in healthcare and health science research.

Prerequisite: GNRS 620

GNRS 660, Theories of Teaching and Instruction, 3 Units

This course analyzes selected teaching and learning models that are applicable to nursing education. Strategies for classroom and clinical teaching are examined. Research relative to nursing education is reviewed and critiqued. Design of research methods to determine effectiveness of teaching strategies is incorporated. Course development and student evaluation are emphasized. Selected faculty and nursing education issues are also explored.

GNRS 661, Leadership and Role Development in Nursing Education, 3 Units

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 Units

Theoretical approaches to educational assessment, the development and implementation of nursing curriculum, and student and program outcomes are addressed. The importance of incorporating Christian values in the curriculum are emphasized. The course includes critical analyses of related topics based upon current research in nursing and higher education literatures.

GNRS 663, Clinical Practicum in Nursing Education, 3 Units

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 664, Teaching-Learning Strategies and Educational Technology in Nursing Education, 3 Units

This course will equip the nurse educator to develop and utilize theory- and evidence-based instructional strategies and tools in traditional and non-traditional formats in a variety of nursing educational settings.

Prerequisites: For MSN-NEd, completion of GNRS 660; for Nurse Educator Post-Master's Certificate, GNRS 660.

GNRS 695, Special Topics, 1-4 Units

A subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. This course may be repeated for credit to a maximum of 6 units applied toward the MSN or PhD degree; each course must address a different topic.

GNRS 700, Philosophy of Science, 3 Units

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 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, 3 Units

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 go 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, 3 Units

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, 3 Units

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 covers 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 for spiritual integration as well as for its development in nursing practice.

Prerequisite: Acceptance into the DNP or Ph.D. program.

GNRS 704, Faith Integration and Nursing Scholarship, 3 Units

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 Health Policy, 3 Units

This course seeks to provide a social ethics frame of reference for health care. Medical and biological advances have contributed to a rapidly expanding amount of human control over human and natural processes, including genetic potential and behaviors. This new power raises questions of morality and highlights the need for discussion and legislation regarding the complex issues raised by developments in health care, medical technology, and science. A comprehensive social ethic places decisions about health care within the context of a fuller account of purpose and meaning in life.

Prerequisite: Admission to DNP or Ph.D.

GNRS 706, Methods of Inquiry, 3 Units

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 Design I, 3 Units

This course focuses on advanced multiple research designs and data collection approaches. Emphasis is on experimental and quasi-experimental designs, epidemiological methods, survey research, and 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.

Prerequisite: Admission to DNP or Ph.D.

GNRS 708, Qualitative Nursing Research Design I, 3 Units

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 Statistical Analysis II, 3 Units

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 Units

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 Units

This seminar and consultation course introduces PhD students to nonscientific 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 Units

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 I, 3 Units

This course presents common nonparametric and parametric statistical techniques used in healthcare research. Assumptions of the techniques are addressed. Specifically, the course emphasizes t-tests, ANOVA, ANCOVA, RANCOVA, correlation, odds ratio, regression, and power analysis, and 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 healthcare research is also emphasized.

GNRS 715, Psychosocial Issues of Older Adults, 3 Units

This course focuses on the biological and psychosocial processes throughout adulthood and the older years. Theories of aging are examined, as well as social role changes, social stratification, and the development of institutions of the aged. The course explores both normal aging and psychopathology, and the systematic intrinsic psychological or personality changes associated with development and adaptation in later life. Other topics include clarification of the causes and prevention of health maladies in the later years, and the nature and treatment of the most common psychopathologies. The psychodynamics of institutionalization and family care of the very old are also examined.

GNRS 716, Translational Research, 3 Units

The goal of this course is to help the nurse scientist identify strategies within a multidisciplinary model that promotes the ready translation of research developed from basic laboratory, clinical, or population studies. The course involves three stages as set forth by the National Institute of Nursing Research. The first stage, referred to as early translation, reviews a promising discovery that was developed in the lab, epidemiologic study, or other study that involves the initial development and testing of an intervention. In the second stage, or late translation, analysis of the study design and intervention used in clinical trials determines appropriate clinical guidelines. In the final stage, where dissemination involves the broader distribution of the intervention, emphasis is on analyzing the strengths and limitations in the clinical setting.

GNRS 717, Health Technology and Informatics, 3 Units

This course presents an overview of the evolution of health care informatics from an interdisciplinary perspective. Students learn health care informatics history, concepts, theories, legal and ethical implications, and applications within the health care industry. This course introduces the student to the information system life cycle, human factor issues in health care informatics, critical issues affecting the development and implementation of information and communication systems and technologies (clinical, administrative, and learning), knowledge management principles, professional practice trends, and emerging ICT (information and communication technology) in health care.

GNRS 718, Organizational Leadership and Strategic Planning, 3 Units

In this course, students acquire knowledge and skill to effectively manage change, empower others, and influence political processes. Advanced nursing practice leadership occurs in clinical practice with clients and staff, within healthcare institutions and professional organizations, and in healthcare policy making arenas. To develop the leadership role, students implement strategies for creating organizational change to provide high-quality services at reasonable costs. Focus is on organizational process, including the associated management of conflict, change, and control of risk within a political context.

Prerequisite: This course focuses on advanced multiple research designs and data collection approaches. Emphasis is on experimental and quasi-experimental designs, epidemiological methods, survey research, and 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.

Prerequisite: Admission to DNP or Ph.D.

GNRS 720, Wellness Promotion and Health Maintenance, 3 Units

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.

Prerequisite: Admission to DNP or Ph.D. program

GNRS 721, Health Disparities and Vulnerable Populations, 3 Units

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 Units

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 724, Quantitative Nursing Research Design II - Psychometrics, 3 Units

This course is designed to introduce students to the methods of survey research. The course considers practical considerations in the construction of questionnaires including determining questionnaire content, selection of item types and wording of items, selection of an administration method, piloting questionnaires, and locating existing questionnaires. Discussion about conducting survey research considers sample selection, analyzing information obtained from questionnaires using SPSS, evaluating questionnaires, sources of error and how to reduce measurement error in survey research.

Prerequisite: GNRS 707

GNRS 725, Research Practicum, 1 Unit

The goal of the practicum is to further develop, mentor and socialize students into the roles and activities of research scientists and scholars. The emphasis is on mentoring to facilitate student progression in research methodology, culturally appropriate research strategies, data management, and data analysis. Students can choose either a quantitative practicum experience or a qualitative practicum experience.

Prerequisites: GNRS 706, GNRS 707, GNRS 708, GNRS 713, and GNRS 709 or GNRS 710.

GNRS 726, Advanced Scientific Writing, 3 Units

This course provides opportunities for students to learn how to research and introduce a topic in writing, articulate a thesis statement, support and develop a literature review, work with secondary sources, and organize a written paper that can be developed into a dissertation or translational research paper.

GNRS 727, Genome Science in Clinical Cases and Disease Management, 3 Units

This course focusing on medical family history taking, constructing and analyzing the pedigree, genetic counseling, clinical decision making and clinical case management for a wide variety of inherited and acquired diseases through the lens of emerging genome science. Clinical cases are discussed from a holistic perspective including: genome science, epidemiology, genomic profiling, genetic technologies, personalized medicine, interprofessional collaboration, ethical and legal issues, and health policy.

Prerequisite: GNRS 620

GNRS 728, Genome Science Research Methods, 3 Units

This course focuses on genome research methods for understanding and translating genome science to practice and to genome related nursing research. Understanding the research methods fosters a deeper understanding of the strength and the weaknesses of the science and an ability to critique the benefits and the limitations of the science for designing nursing research. The course includes a wide range of research methods that explore genetics or genomics in human populations. A key outcome of this course is to develop a research proposal using genome methods to design nursing research aimed at improving quality of health for individuals, families and populations.

Prerequisites: GNRS 620, GNRS 622, GNRS 727

GNRS 729, Population Health and Epidemiology, 3 Units

The concept of population health includes aggregate, community, environmental/occupational, and cultural/socioeconomic definitions of health. The implementation of clinical prevention and population health activities is central to achieving the national goal of improving health status and reducing health disparities among different aggregate groups. This course covers the basic elements and methodological concepts used in the epidemiologic study of factors related to health promotion and disease prevention in human populations. It brings together considerations from several fields of investigation, such as epigenetics, epidemiology, psychology, and public health, to study the effects on health and health-related outcomes.

Prerequisite: Admission to DNP or Ph.D. program

GNRS 730, Comparative Health Care Systems, 3 Units

This course focuses on exploring/analyzing environmental, social, cultural, political and economic determinants of health across the globe. Comparative analysis of international health care systems including governmental, nongovernmental, traditional, and faith-based organizations are emphasized. Epidemiological analysis of morbidity and mortality, analysis of health and illness responses, and health-seeking behavior across the age span and gender/ethnic variables are discussed with the intent to identify areas of research relevant to students' interest. Presented from a Christian perspective, this course investigates research and practice opportunities and responsibilities for advanced practice nurses in global arenas.

GNRS 733A, Residency IA, 1 Unit

The first of a three-course sequence, this course may be taken concurrently with GNRS 733B and GNRS 733C with approval of the DNP director or designee. Grading is pass/fail.

Prerequisite: Admission to DNP

GNRS 733B, Residency IB, 1 Unit

The second of a three-course sequence, this course may be taken concurrently with GNRS 733A and/or GNRS 733C with approval of the DNP director or designee. Grading: pass/fail

GNRS 733C, Residency IC, 1 Unit

The third of a three-course sequence, this course may be taken concurrently with GNRS 733A and GNRS 733B with approval of the DNP director or designee. Grading: pass/fail

GNRS 734A, Residency IIA, 1 Unit

The first of a three-course sequence, this course may be taken concurrently with GNRS 734B and GNRS 734C with approval of the DNP director or designee. Grading: pass/fail

GNRS 734B, Residency IIB, 1 Unit

The second of a three-course sequence, this course may be taken concurrently with GNRS 734A and/or GNRS 734C with approval of the DNP director or designee. Grading: pass/fail

GNRS 734C, Residency IIC, 1 Unit

The third of a three-course sequence, this course may be taken concurrently with GNRS 734A and GNRS 734B with approval of the DNP director or designee. Grading: pass/fail

GNRS 735, Translational Research Project Seminar, 3 Units

The DNP requires a rigorous clinical research project, focusing on translating scientific research to health care in a timely manner so that patients experience the best applications of science and practice. The translational research project is a scholarly experience that implements the principles of evidence-based practice and translation under the guidance of a faculty mentor. In line with the AACN Essentials of 2007, the outcome of the DNP research project is a tangible and deliverable academic product that is derived from the practice immersion experience and reviewed and evaluated by an academic committee. The project serves as a foundation for future scholarly practice.

GNRS 780, Doctoral Seminar I: Elements of a Proposal and IRB Application, 3 Units

This seminar directs the development of a research proposal leading to the development of either a dissertation or a translational research project. The seminar includes: (1) a brief review of research approaches and methodologies; (2) descriptions of the major components of a proposal; (3) discussion of strategies for completing and presenting a proposal; (4) preparation and critiques of student proposal drafts; and (5) discussion of the elements of an IRB application. Discussion will include ethical conduct of research and protection of human subjects.

GNRS 781, Doctoral Seminar II: Developing a Grant Proposal, 3 Units

The grant writing seminar provides students with the opportunity to develop a grant proposal including guidance on how to seek funding. Discussion will focus on understanding a Request for Funding Proposal (RFP), the goals and objectives identified by the funding agencies, and approaches on how to align your proposal with the funding agency guidelines. Techniques will include development of a purpose statement, work plan, and well planned budget, as well as the differences between a research and a program grant.

Prerequisite: GNRS 780

GNRS 782, Doctoral Seminar III: Writing for Publication, 3 Units

This seminar focuses on all aspects of writing for publication. It will help the student to get started on writing; identify writing styles for various forms of publication including abstracts, journal articles, papers, and books. The student will receive practice in reviewing and critiquing writing and in understanding the editorial process. Legal and ethical aspects of writing for publication will also be covered.

Prerequisites: GNRS 780, GNRS 781

GNRS 783, Doctoral Seminar IV: Developing Professional Presentations, 3 Units

This seminar identifies approaches to developing an effective and successful presentation. It assists students to find their voice and showcase areas of expertise. Discussions will focus on planning as essential to deciding on the content and the order in which the information will be presented. Emphasis will be on developing a logical sequence, one that flows naturally, and is accompanied by audiovisuals that facilitate understanding of the material.

Prerequisites: GNRS 780, GNRS 781, GNRS 782

GNRS 784, Dissertation Seminar V, 2-4 Units

This fifth dissertation seminar provides the student a forum to explore with their peers research findings, theoretical and empirical implications, and potential venues for publication of manuscripts. Format and procedures for progression in the dissertation process are also discussed. Placement of the Course: This seminar is not required if dissertation seminar requirement of 12 units has been met by GNRS 780, GNRS 781, GNRS 782, GNRS 783, and student has defended dissertation. Grading: Pass/Fail.

Prerequisite: GNRS 783

GNRS 795, Special Topics, 1-4 Units

In this course, a subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. Students may repeat the course for credit to a maximum of six units applied toward the doctoral program; each course must address a different topic.

GNRS 798, Continuous Doctoral Study, 0 Units

This course is for doctoral students working on dissertations or translational research projects. Students must re-enroll each semester until the dissertation or translational research project is completed, defended, submitted to the library, and approved.

GNRS 799, Independent Study, 1-4 Units

Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses, and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring doctoral faculty member and approved by the doctoral department

Doctor of Nursing Practice

Based on a strong scientific foundation, evidence-based practice, leadership, and organizational analysis, the Doctor of Nursing Practice (<http://www.apu.edu/nursing/programs/dnp>) (DNP) program is designed to prepare nurses at the highest level of practice for the current, complex health care environment. An evidence-based clinical approach emphasizes the prevention, assessment, and treatment of complex health issues.

Program Details

The Doctor of Nursing Practice program offers doctoral-level studies in a clinically-focused learning environment. The DNP prepares advanced practice nurses to bring the highest level of clinical expertise to patients, nursing students, health care systems, health policy formation, and clinical research. Graduates of the DNP help contribute to the body of nursing knowledge and the practice of nursing to improve health care globally.

Curriculum

The curriculum provides theoretical and empirical knowledge essential for advanced nursing practice, clinical research, health policy formation, and nursing education.

Core courses include: wellness promotion theory, statistical analysis, social ethics, epidemiology and population health, program evaluation, translational research, informatics, spirituality and health, and organizational leadership. The courses prepare students to implement the use of translational research approaches in health care. Coursework in these areas enables students to identify and formulate a translational research project as the culmination of their program.

DNP Course Outcomes

Program courses address DNP Essentials to*:

- Provide students with the theoretical and scientific foundations of the discipline.
- Enable students to use frameworks for understanding sources of knowledge in nursing, modes of inquiry, and models of scholarship.
- Enable students to critique, articulate, test, apply, evaluate, and implement translational research.
- Enable students to articulate the intersections of the profession with the Christian worldview.
- Empower students with the knowledge base to formulate healthcare policies.
- Allow students to critically examine, evaluate, and effectively translate nursing and other scientific knowledge with the goal of bringing positive changes to healthcare practice and general population health. (DNP Essentials I)
- Empower students to, based on scientific findings, utilize organizational and systems leadership competencies to effectively and ethically engage current and future health, safety, and other quality improvement issues to diverse organizational cultures and populations. (DNP Essentials II)
- Enable students to engage in collaborative leadership for the implementation, evaluation, and generation of evidence-based practice to guide improvements in practice and health outcomes. (DNP Essentials III)
- Enable students to demonstrate proficiency in the analysis and utilization of information systems/technology and patient care technology to improve quality in health care delivery. (DNP Essentials IV)
- Empower students to critically analyze health policy proposals/policies and advocate for equitable and ethical policies within health care. (DNP Essentials V)
- Help students effectively lead in the development and implementation of interprofessional collaboration for the improvement of patient and population health outcomes. (DNP Essentials VI)
- Allow students to employ evidence-based prevention through the analysis of epidemiological, bio-statistical, environmental, and other appropriate data related to individual, aggregate, and population health. (DNP Essentials VII)
- Prepare students to practice a specialization within the larger domain of nursing by demonstrating refined assessment skills and base practice on the application of nursing and other sciences as appropriate to their area. (DNP Essentials VIII)

*American Association of Colleges of Nursing (2006). *The Essentials of Doctoral Education for Advanced Nursing Practice*. AACN: Washington, DC. [aacn.nche.edu](http://www.aacn.nche.edu) (<http://www.aacn.nche.edu>)

DNP Course Requirements

| Code | Title | Units |
|----------|---------------------------------|-------|
| GNRS 703 | Spirituality and Health | 3 |
| GNRS 705 | Social Ethics and Health Policy | 3 |

| | | |
|-------------|--|----|
| GNRS 712 | Advanced Evaluation Research | 3 |
| GNRS 713 | Advanced Statistical Analysis I | 3 |
| GNRS 715 | Psychosocial Issues of Older Adults | 3 |
| GNRS 716 | Translational Research | 3 |
| GNRS 717 | Health Technology and Informatics | 3 |
| GNRS 718 | Organizational Leadership and Strategic Planning | 3 |
| GNRS 720 | Wellness Promotion and Health Maintenance | 3 |
| GNRS 729 | Population Health and Epidemiology | 3 |
| GNRS 733A | Residency IA | 1 |
| GNRS 733B | Residency IB | 1 |
| GNRS 733C | Residency IC | 1 |
| GNRS 734A | Residency IIA | 1 |
| GNRS 734B | Residency IIB | 1 |
| GNRS 734C | Residency IIC | 1 |
| GNRS 735 | Translational Research Project Seminar | 3 |
| GNRS 798 | Continuous Doctoral Study | 0 |
| Total Units | | 39 |

Residency

The DNP program offers clinical and leadership residency. The clinical residency is comprised of GNRS 733A, GNRS 733B and GNRS 733C and the leadership residency, GNRS 734A, GNRS 734B and GNRS 734C. In the clinical residency courses, students concentrate on the development of their clinical role in advanced practice nursing. In the leadership courses, students focus on the development of their leadership role in healthcare organizations. During the leadership residency, students are expected to progress in the conceptualization, implementation, and evaluation of their translational research project.

Residency Practice Hours

The American Association of Colleges of Nursing (AACN) requires a minimum of 1,000 hours of clinical residency in a DNP program. Azusa Pacific University's School of Nursing requires 1,000 hours of clinical and leadership experience. Students who have completed an Advanced Practice RN (APRN) program from an accredited institution, such as Nurse Practitioner (NP) or Clinical Nurse Specialist (CNS), may transfer up to 500 clinical hours from the APRN program to the DNP program. These students are required to complete 500 additional clinical hours. Students who have not completed an APRN program (NP or CNS) are required to complete a total of 1,000 hours of advanced clinical and leadership experience. The DNP program requires that students have ongoing clinical work experience.

Translational Research Project

The DNP is a practice-focused doctorate that includes integrative practice experiences and an intense practice immersion experience. This is reflected in the two residency courses. Each student in the practice-focused DNP generates an evidence-based translational research project as an integral part of their practice experience. There are a number of practice doctorates at the university, and the DNP students have opportunities for inter-professional coursework and collaborative projects.

Program Goals

DNP graduates are well-prepared to translate new knowledge from research into cost-effective and culturally sensitive clinical practice. They can contribute to the development of health policy in the promotion of health, reducing the burden of disability, and maintaining the quality of life.

The following are the student learning outcomes for the DNP Program:

1. Use nursing, bioethical, physical, spiritual, psychosocial, and organizational sciences in the planning, implementation, and evaluation of advanced clinical nursing practice.
2. Provide transformative and collaborative leadership in the organization and management of healthcare delivery systems for ethnically and culturally diverse populations to improve patient and population outcomes.
3. Critically examine, develop, and translate research and other evidence as a basis for developing, implementing, and evaluating advanced clinical nursing practice and health care delivery.
4. Employ current technological and informational advances from health care and other disciplines to promote the highest level of healthcare delivery.
5. Actively participate in evaluating, formulating, and implementing healthcare policies that address health disparities and health care from a social justice and ethical framework.
6. Integrate faith traditions and Christian values in the development of professional and advanced nursing practice.

Doctor of Philosophy in Nursing

The program is designed for nurses who hold master's degrees in nursing and wish to pursue a doctoral degree in nursing. Graduates of the nursing PhD program (<http://www.apu.edu/nursing/programs/phd-in-nursing>), in roles as academicians, will contribute to the body of nursing knowledge to improve the health of society and prepare the next generation of nurses.

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.

Mission Statement

The purpose of the PhD program is the enrichment of the mind and spirit, the lifelong pursuit of knowledge, and the discovery and advancement of nursing knowledge for the health of all persons and society.

Christian Perspectives

Consistent with the mission and purpose of the university, the School of Nursing (<http://www.apu.edu/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, and community and church service.

Health is defined and understood by the faculty as totality or completeness, whether for an individual, family, or community. Within this conceptual definition, that totality or completeness cannot be seen apart from the constitutive element of spirituality. The School of Nursing's conceptual approach to health highlights APU's heritage as a Christian university and provides the discipline of nursing a distinctive domain for research.

Screening of Applicants

Both the Graduate and Professional Center (p. 73) and the School of Nursing handle screening of applicants for admission into the nursing PhD program. Screening of applicants' portfolios is conducted by the Graduate and Professional Center and is evaluated according to the admission criteria. The school reviews completed applications for admission to the doctoral program to discern an applicant's academic qualifications and preparation for advanced graduate study. Upon completion of the screening and review process, the Nursing Doctoral Admission Screening Committee forwards a list of qualified/alternate applicants to the Graduate and Professional Center. The Graduate and Professional Center officially notifies applicants of admission decisions.

Curriculum

The curriculum is designed to provide students with discipline-specific and interdisciplinary, theoretical, and empirical knowledge that is essential for the conduct of original research, and for the advancement of the profession's knowledge for both practice and education.

The core courses in nursing science, theory construction, research methodology, statistical analysis, ethics, and spirituality are designed to prepare students in the process of scientific inquiry, enabling them to articulate, conceptualize, critique, and test theory, and use methods of scientific inquiry in researching questions in their substantive area of interest. Coursework in the substantive area of interest enables 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 use frameworks for understanding sources of knowledge in nursing, modes of inquiry, and models of scholarship.
- Enable students to critique, articulate, test, use, 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 specific areas of concentration:

- Health of the Family and the Community

- International Health (including health missions)

A subspecialization in Nursing Education is also available¹.

These areas of concentration and the subspecialization reflect the changing trends in health care and accommodate the diverse research interest of students.

Coursework consists of 46 units beyond the Master of Science in Nursing (p. 458) with an additional 9 units allocated for dissertation research. The 46 units of required and elective courses include an area of concentration. A total of 46 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, a 3-unit core 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.

¹ The Nursing Education Certificate is a 12-unit Certificate that consists of four required courses. More information may be found here (<http://catalog.apu.edu/graduateprofessional/nursing/masters-studies/post-masters-certificate-program/nursing-education-certificate>).

Course Requirements

| Code | Title | Units |
|------------------------------------|--|-------|
| Knowledge/Theory | | |
| GNRS 700 | Philosophy of Science | 3 |
| GNRS 701 | Nursing Knowledge Development | 3 |
| GNRS 702 | Nursing Theory | 3 |
| GNRS 703 | Spirituality and Health | 3 |
| GNRS 705 | Social Ethics and Health Policy | 3 |
| Statistical Analysis | | |
| GNRS 713 | Advanced Statistical Analysis I | 3 |
| Research | | |
| GNRS 706 | Methods of Inquiry | 3 |
| GNRS 707 | Quantitative Nursing Research Design I | 3 |
| GNRS 708 | Qualitative Nursing Research Design I | 3 |
| GNRS 724 | Quantitative Nursing Research Design II -Psychometrics | 3 |
| GNRS 725 | Research Practicum | 1 |
| Method of Inquiry | | |
| Select one of the following: | | 3 |
| GNRS 709 | Advanced Statistical Analysis II | |
| GNRS 710 | Advanced Qualitative Research Methods | |
| GNRS 711 | Advanced Research Methods in the Humanities | |
| GNRS 712 | Advanced Evaluation Research | |
| Two areas of concentration courses | | 6 |
| Two areas of elective courses | | 6 |
| Dissertation Research | | |
| Select 3 of the 4 | | 9 |
| GNRS 780 | Doctoral Seminar I: Elements of a Proposal and IRB Application | |
| GNRS 781 | Doctoral Seminar II: Developing a Grant Proposal | |
| GNRS 782 | Doctoral Seminar III: Writing for Publication | |
| GNRS 783 | Doctoral Seminar IV: Developing Professional Presentations | |
| GNRS 798 | Continuous Doctoral Study | 1 |
| Total Units | | 56 |

Study Progression and Graduation Requirements

Progression in the program requires active enrollment status and maintaining a minimum cumulative 3.0 GPA. Graduation requirements include a minimum cumulative 3.0 GPA, successful completion of the preliminary and qualifying exams, and completion of original dissertation research. See the Grading (p. 33) and Academic Probation and Dismissal (p. 25) sections of this catalog.

Leaves of Absence

Students in good standing and making satisfactory progress toward their degrees who must interrupt their studies for a compelling reason (e.g., illness, study abroad, family conditions, or crises) may petition for a leave of absence for a stated period of time not to exceed two years. Requests for a leave must be in writing and state both the reasons for the leave and the semester in which the student will re-enroll. Leaves of absence must be approved by the director of doctoral studies program in nursing and the dean of the School of Nursing in advance of the semester for which the leave is requested.

The petition for return to enrolled status should be filed one full term before the intended date of re-enrollment. If the student went on leave with conditions for re-enrollment, these must be fulfilled before re-enrollment may occur. If a student is on leave for two years, the Doctoral Admissions Committee, as well as the student's advisor, the doctoral studies director, and the dean will review her/his re-enrollment petition. Depending upon the amount of time elapsed, the student's stage of study in the program, and the student's academic activity during the leave, readmission may be contingent.

Qualifying Examination

The qualifying examination is taken upon the completion of between 12 and 24 units of doctoral work, including

| | | |
|----------|-------------------------------|---|
| GNRS 700 | Philosophy of Science | 3 |
| GNRS 701 | Nursing Knowledge Development | 3 |
| GNRS 702 | Nursing Theory | 3 |
| GNRS 706 | Methods of Inquiry | 3 |

(The student must petition for exceptions.) The examination is comprised of a relatively brief paper (i.e., 25-30 pages) and oral review by a committee of faculty. The purpose of the paper is to encourage synthesis of first-year coursework as it relates to the student's current research interest area. The focus of the paper specifies the student's interest area with potential researchable questions and methodological approaches, together with relevant aspects of nursing theory, nursing knowledge development, and methods of inquiry. The subsequent oral examination provides the student an opportunity to formulate a synthesis of her/his thinking in response to questions.

Dissertation Proposal Defense

Successful completion of the dissertation proposal signifies competence to pursue independent research with the advice and guidance of the dissertation committee. The dissertation proposal defense allows the student to demonstrate familiarity with the state of the science in a particular area, awareness of currently active topics of investigation in the area, theoretical dimensions and design issues related to potential questions, and recognition of potential practical and ethical challenges arising at the intersection of research questions, population, and instruments.

Dissertation Defense

The dissertation reports the results of original, independent research of substantial but circumscribed scope, undertaken in consultation with the student's dissertation committee. The student presents a prospectus or proposal specifying the question, method, design, data collection instruments or strategy, projected data analysis, plan for access to subjects/participants/data, and projected timeline for data collection, analysis, and dissertation completion.

The dissertation committee serves in an advisory capacity to the student and ensures that the dissertation research and the written dissertation demonstrate the student's competence to conduct independent research in the discipline. Committee members work with the student throughout the process of data collection, analysis, and writing, with primary support provided by the chair/sponsor. When the student has substantially finished the work to the satisfaction of each committee member, the committee meets to hear the student's defense of the overall work and the decisions it entailed, and to discuss the student's plans for publication and 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 University Libraries (<http://www.apu.edu/library>). Any exceptions are by petition only.

Department of Entry-Level Master's Program

The Department of Entry-Level Master's Program houses the School of Nursing's Entry-Level Master's degree options, designed for students who desire to enter the nursing profession and hold a baccalaureate or higher degree in other disciplines.

Programs in:

- Entry-Level Master of Science in Nursing (ELM) (p. 449)
- ELM-MSN: School Nurse Services Credential (SNSC) and Family Nurse Practitioner (FNP) (p. 450)
- ELM-MSN: School Nurse Services Credential (SNSC) and Pediatric Nurse Practitioner - Primary Care (PNP) (p. 451)
- ELM-MSN: with Adult-Gerontology Primary Care Nurse Practitioner (AGNP) (p. 452)
- ELM-MSN: Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS) (p. 453)
- ELM-MSN: Family Nurse Practitioner (FNP) (p. 454)
- ELM-MSN: Pediatric Nurse Practitioner - Primary Care (PNP) (p. 456)
- ELM-MSN: Psychiatric Mental Health Nurse Practitioner Specialty (PMHNP) (p. 456)
- ELM-MSN: Healthcare Administration and Leadership (p. 457)
- ELM-MSN: Nursing Education (p. 458)

Please contact the School of Nursing for specific program availability and locations.

GNRS 500, Conceptual Foundations of Professional Nursing, 3 Units

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.

GNRS 501, Theoretical Thinking in Nursing, 2-4 Units

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 Units

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, 3 Units

This course will focus on transforming the graduate nursing student, preparing for nursing leadership in nursing practice, nursing research, education, and public health policy, for the improvement of patient healthcare outcomes in our increasingly diverse society. Students will move from cultural sensitivity and awareness to critical reflection and action, challenging their assumptions and broadening their perspectives. AACN's The Essentials of Master's Education for Advanced Practice Nursing (2011) serves as the foundation for the development of core cultural competencies.

Prerequisite: Graduate standing in the School of Nursing

GNRS 504, Bioethics and Health Care Policy, 3 Units

This course will outline the role of the healthcare leader in ensuring human rights are upheld in healthcare systems. This course focuses on bioethical analysis, decision-making and moral policy analysis, and formulation. Through course discussion, group and individual assignments, and oral and written presentations, students will analyze and apply bioethical principles to decision- and policy- making processes in the workplace and at national levels. Healthcare ethics and policy will be considered from a Christian worldview.

Prerequisite: graduate standing

GNRS 505, Christian Formation for Holistic Care, 3 Units

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 Concept Analysis in Health Care, 3 Units

Scholarly research and analysis of selected concepts in the spiritual care of persons from the Judeo-Christian perspective provide a central focus to the course. Students also examine healthcare research/other healthcare literature for adequacy with respect to the concept they select. Various assignments facilitate greater student awareness of their own spiritual journey and knowledge of faith traditions other than their own. The course is conducted as a tutorial/seminar experience.

Prerequisite: graduate standing

GNRS 507, Scientific Writing, 3 Units

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 Units

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 508B, Research and Theory in Healthcare, 4 Units

This course prepares the healthcare administrator to apply theory and research evidence in healthcare environments. The relationship between theory and research is examined, exploring questions about the nature, construction, and use of each. Selected theories are explored, and students learn how ideas are developed and used in practice and research. Students learn the fundamentals of quantitative, qualitative, and mixed methods research and deepen their understanding through systematic search, critique, and summary of research studies with application to healthcare. Students work in groups to develop a research plan addressing a healthcare-derived question. Experience in statistical analysis of research data is included.

Prerequisite: GNRS 613 Graduate Statistics

GNRS 509, Qualitative Research: Grounded Theory, 3 Units

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 Units

The major theoretical perspectives for understanding the family as a core unit of analysis are studied. This course fosters the student's recognition of the family's responsibility for health. Factors such as family patterns and care-giving tasks of families experiencing catastrophic or chronic alteration in health care are examined. This class is offered online.

Prerequisite: graduate standing

GNRS 511, Advanced Pediatric Health Assessment and Health Promotion, 4 Units

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 Units

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 Units

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 Units

This course focuses on the application of the concepts in GNRS 508A. The goal is the completion of a research proposal that details the problem, the research purpose, questions or hypotheses to be tested, a critique of the literature, the design and methods of the study including protection of human subjects, the plans for analysis, use of the study, and the budget and personnel.

Prerequisite: GNRS 508A

GNRS 515, Advanced Pathophysiology, 3 Units

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 516, Integrative Disease and Symptom Management, 3 Units

Using a systems-based approach, this course provides the student with a broad-based, graduate-level overview for understanding disease processes, treatment modalities, assessment and interventional strategies for patients across the life span.

GNRS 518, Supervised Practicum in Healthcare, 3 Units

This course will prepare the student to integrate and apply theory, evidence-based practice, and national guidelines and standards in Fieldwork/Clinical/field settings. Students will select Fieldwork/Clinical/field areas in which, with faculty approval, they will participate in precepted experiences. The purpose of the course is to enable the student to gain current, in-depth knowledge in a selected practice area.

GNRS 520, Theory and Practice of the Clinical Nurse Specialist in Nursing Care of Adult-Gerontology Patients, 6 Units

Critical concepts in advanced collaborative management of adult-gerontology client populations by Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, adult-gerontology continuum of health and illness (i.e., wellness, health promotion, disease prevention), teaching-learning theory, and evidence-based best practices for clinical decision-making for the Adult and Geriatric population are highlighted. CNS roles, competencies, and professional issues and integrated clinical rotations will be chosen from critical care or medical-surgical adult-gerontology populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.

Prerequisites: Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements

GNRS 521, Clinical Specialization in the Care of Adult-Gerontology Patient, 6 Units

The course prepares the student to apply concepts introduced in GNRS 520. It focuses on diagnosis and collaborative disease management of acute illness in the adult-gerontology patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice, disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.

Prerequisites: Academic Core and Advanced Practice Core courses, GNRS 520, current RN license, CPR certificate, and meets health screening requirements

GNRS 530, Theory and Practice of the Clinical Nurse Specialist in the Care of the Pediatric Patient, 6 Units

Critical concepts in the advanced collaborative management of pediatric client populations by the Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, pediatric continuum of health and illness (i.e., wellness, health promotion/disease prevention), teaching-learning theory, and evidence-based/best practices for clinical decision-making for the Pediatric population are highlighted. CNS roles, competencies, and professional issues are integrated. Clinical rotations will be chosen from critical care or medical-surgical pediatric populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.

Prerequisites: Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening needs

GNRS 531, Clinical Specialization in the Care of the Pediatric Patient, 6 Units

The course prepares the student to apply concepts introduced in GNRS 530. It focuses on diagnosis and collaborative disease management of acute illness in the pediatric patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.

Prerequisites: Academic Core and Advanced Practice Core courses, GNRS 530, current RN license, CPR certificate, malpractice insurance, and meets health screening requirements

GNRS 532, Advanced Nursing Practice in Pediatrics, 6 Units

This course emphasizes physiological and psychological basis for critical and chronic conditions in children. Exploration of traditional versus alternate medicine treatment plans, relevant cultural, spiritual and health promotion strategies are incorporated. An advanced science base for the assessment, diagnosis, and management of children and families to promote wellness are the focus of this course.

Prerequisites: Graduate status, completion of GNRS 590A and GNRS 590B

GNRS 533, Psychiatric Theories across the Life Span, 2 Units

This course presents neurobiologic, neuroendocrine, genomic, 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 in primary psychiatric mental health care is provided for the role of the psychiatric mental health nurse practitioner.

Prerequisite: graduate standing;

corequisite: GNRS 534

GNRS 534, Integrated Psychiatric and Health Assessment across the Lifespan, 2 Units

This course teaches the role of the psychiatric mental health nurse practitioner in interviewing, assessing, and utilization of other data collection methods to elicit, analyze, and evaluate bio-psychosocial information regarding psychiatric mental health illness as experienced and understood by the clients, across the lifespan. Assessment and integration of the effects of potential and/or existing co-morbid health problems are focused upon. Diagnostic reasoning that is based on the Diagnostic Statistical Manual is foundational in the course. Development of differential diagnoses and disease management, evidence-based practice, and health promotion that includes client and nurse practitioner collaboration is emphasized.

Prerequisite or corequisite: GNRS 533

GNRS 535, Psychiatric Interventions and Health Promotion across the Life Span, 6 Units

In this course students learn historical, theoretical, and contemporary evidence-based psychotherapies that promote and support client stabilization, rehabilitation, and recovery. The client as a collaborating decision making consumer and the client-clinician therapeutic alliance are central to this course. Students increase competence in assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, group, family), medication management, and health promotion interventions, including motivational interviewing. Student competence in developing and facilitating therapeutic groups as a recovery modality are included in the course. The role of the psychiatric mental health nurse practitioner in the integration and coordination of support services that impact mental health and illness is also included. Students practice verbal psychotherapeutic skills that motivate and facilitate client self-management and progression toward recovery.

Prerequisites: GNRS 533 and GNRS 534; prerequisite or

corequisite: GNRS539

GNRS 536, Psychiatric Mental Health Care with Adults and Older Adults, 6 Units

In this course students increase their knowledge and competence in the assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services, with adults and older adults.

Prerequisites: GNRS 533, GNRS 534, GNRS 535, GNRS 539

GNRS 537, Psychiatric Mental Health Care with Children and Adolescents, 6 Units

In this course, students increase competence in the role of the psychiatric mental health nurse practitioner in the assessment of psychiatric mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services with children, adolescents, and families.

Prerequisites: GNRS 533, GNRS 534, GNRS 535, GNRS 539

GNRS 538, Psychiatric Mental Health Care with Selected Populations, 5 Units

Students increase knowledge and competence in the assessment of psychiatric and mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), medication management, health promotion and disease prevention interventions, and integration and coordination of support services with a selected population. Focus is on integrating and practicing all aspects of the role of the psychiatric mental health nurse practitioner with clients who are experiencing acute and/or chronic mental health problems and psychiatric disorders.

Prerequisites: GNRS 533, GNRS 534, GNRS 535, GNRS 536, GNRS 537 or corequisite GNRS 537

GNRS 539, Psychopharmacology, 2 Units

Students in this course build upon knowledge of advanced practice nursing and provides content essential for the psychiatric mental health nurse practitioner to prescribe appropriate pharmacologic treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for psychopharmaceuticals commonly utilized across the lifespan are addressed.

Prerequisites: GNRS 533, GNRS 534; corequisite GNRS 535

GNRS 540, Care Management, 2 Units

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 Units

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 542, Advanced Concepts and Competencies in Pediatric Primary Health Care, 3 Units

This course offers a comprehensive review and synthesis of core concepts and competencies for the pediatric advanced practice nurse in the primary care setting. This culminating experience for pediatric nurse practitioner students incorporates seminar discussions and clinical practicum placement. The course also provides a discussion of developmental/behavioral issues, management of acute and chronic care illnesses seen in primary care settings, and preventative health care.

Prerequisites: graduate standing; completion of (or with instructor's permission, concurrent enrollment in) GNRS532; completion of GNRS 590A and GNRS590B

GNRS 543, Transitions Across the Care Continuum, 4-6 Units

This course focuses on principles and models of care and their implementation in a multidisciplinary practice environment that emphasizes health care delivery through integration of services and transition management. The student is introduced to decision-making related to allocation of resources and services, development of protocols and evaluation of management approaches. Evidence-based approaches to the clinical, administrative, educational and research dimensions of patient care will be emphasized. Evaluation of care management activities with the student's selected clinical population is an integral component of the course.

Prerequisite: For NP and CNS students - completion of one clinical specialization course.

GNRS 543P, Transitions Across the Care Continuum - Practicum, 0 Units

GNRS 544, Clinical Specialization Residency, 2-3 Units

The elective clinical residency is a clinical specialty experiential program designed as a collaborative partnership between the School of Nursing and selected community health care organizations. This residency is an intensive precepted clinical experience planned to ease the role transition from a student nurse to a beginning professional nurse in a specialized setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination. The student will increase their ability to perform clinical reasoning with the assigned patient population and evaluate QSEN competencies of patient centered care, safety, evidence based practice, informatics, and teamwork and collaboration.

Prerequisite: Completion of/or concurrent with GNRS 573.

GNRS 546, Theory and Practice in Health Care Systems in the Community, 6 Units

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 Units

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 548, Health Promotion Across the Lifespan, 2 Units

The course focuses on health promotion and disease prevention across the lifespan and around the globe. The course includes exploration of population health issues, environmental implications in health and health policy, impact on health promotion and the development of disease.

Prerequisites: Academic Core, Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements.

GNRS 550A, Theory and Practice in School Nursing, 6 Units

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 555, Medical Surgical Care of the Adult and Geriatric Patient, 7 Units

This course introduces crucial concepts to professional nursing care such as nursing process, communication, therapeutic interventions, and critical thinking and clinical reasoning. The course focuses on the application of biological, psychosocial, and spiritual concepts to hospitalized adult and elderly clients with acute and/or chronic illnesses. Students will be guided in critical thinking and clinical reasoning exercises in the management of hospitalized clients. Nursing process is utilized to provide care to one or two adult clients within the health care delivery system of an acute care setting. The clinical practicum focuses on the cognitive basis, scientific principles, and manipulative component of psychomotor skills used when providing nursing care. Students will have an opportunity to practice simulated clinical skills.

Prerequisites: Admission to the ELM program; completion of all prerequisite courses for the program

GNRS 556, Intermediate Medical Surgical Care of the Adult, 7 Units

This course is designed to build on the base of medical-surgical nursing knowledge from GNRS555. The course focuses on comprehensive nursing care to patients with acute need for continuous cardiac monitoring, pulse oximetry monitoring, or ventilator assistance in telemetry units, in restorative care setting, or long-term care setting.

Prerequisites: admission to the ELM program; successful completion of GNRS 555

GNRS 557, Medical Spanish for Advanced Practice Nurses, 3 Units

This course provides non-Spanish speaking advanced practice nursing students with foundational knowledge of Spanish language structure and vocabulary, building appropriate phrasing to facilitate communication in health care settings. Cultural issues relevant to health and illness in the Latino community are also addressed.

Prerequisites: graduate nursing student standing, or instructor's permission

GNRS 559, Audiometry for School Nurses, 3 Units

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, Strategic Leadership in Healthcare, 3 Units

This course is designed to develop knowledge, skills and attitudes about leadership across the healthcare continuum. The student will consider the professional role of the healthcare administrator both from a leadership and a management perspective. Areas of concentration will include leadership theory, structure of healthcare institutions, systems thinking and decision-making, performance improvement including quality and safety issues, risk management and effective communication skills. Application of business skills will be integrated. Students will consider the theoretical and research background, current issues and trends, leadership and administrative implications of specific topics.

GNRS 564, Nutrition and Therapeutics, 2 Units

Functions of nutrients and the consequences of their deficiencies and excesses in the body are explored. Students are introduced to a variety of tools for planning and evaluating diets including a computer diet analysis. Application of nutrition concepts are interwoven into health care and fitness conditions. Students look at the prevention of chronic disease as it relates to proper nutrition and adequate exercise.

Prerequisite: Admission to the ELM program

GNRS 567, Healthcare Administration and Leadership Supervised Practicum, 3 Units

This course provides the student with the opportunity to experience the role of healthcare administrator. An individualized administration practicum in a specific area of clinical emphasis is chosen by the student and approved and monitored by the faculty and preceptor. Competencies that govern the role of the healthcare administrator are explored in depth. Students focus on the context for enacting the role of administrator in a healthcare delivery system.

Prerequisites: GNRS 504, GNRS 506, GNRS 508B, GNRS 543, GNRS 560, GNRS 568, GNRS 596, GNRS 613 and MGMT 516, MGMT 517

GNRS 568, Healthcare Finance, 4 Units

This course is an introduction to financial concepts and skills need for healthcare leaders, managers, and executives. The student will develop skills in assessing multiple dimensions of financial performance and methods to improve the financial health of an organization in the context of current patient care system.

GNRS 569, Quality and Safety for Health Care Practice, 2 Units

This course is designed to deepen and advance the student's knowledge and ability to systematically apply the principles of patient quality and safety into nursing practice. Based on national standards, the focus will be to examine and apply quality and safety tools, including informatics, that can be used to improve patient care delivery across the continuum of health care.

GNRS 570, Parish Nursing/Health Ministries, 2 Units

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 Units

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 575, Nursing Care in Maternal, Newborn, and Women's Health, 4 Units

This course focuses on the theoretical and clinical concepts of the childbearing patient, her infant, and her family. The students study both normal and complicated obstetrics. Selected issues of women's health are explored. The student is introduced to birth preparation, prenatal care, normal neonatal, and postpartum care with concurrent clinical experiences.

Prerequisites: admission to the ELM program; successful completion of semesters one and two

GNRS 576, Pharmacology, 2 Units

This course is designed for students who have completed organic chemistry, inorganic chemistry, and biochemistry. The content focuses on principles of pharmacology and specifics of the major drug classifications.

Prerequisite: admission to the ELM program

GNRS 578, Health Assessment, 3 Units

This course provides the nursing student with skills in physical, spiritual, and psychosocial assessment of adult clients. History-taking and physical examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included.

Prerequisite: Admission to the ELM program

GNRS 580, Gerontology, 2 Units

This course integrates research and writings about the major trends and developments in the field of gerontology as they apply to the field of nursing. The approach is interdisciplinary and course material includes information from the fields of sociology, psychology, anthropology, biological sciences, medicine, nursing and psychiatry. Development in adulthood will be viewed from multiple perspectives which include cognitive, behavioral, biological, social-cultural and spiritual. The influences that these perspectives have on the successful negotiation of age-related issues will be considered. Finally students will examine aspects of human aging both in contemporary American society and from a cross-cultural and ethnic perspective.

Prerequisite: Graduate status in the School of Nursing.

GNRS 581, Primary Health Care of the Older Adult, 5 Units

GNRS 581 focuses on the role of the adult-gerontology primary care nurse practitioner in the management of the older adult including health promotion, assessment, treatment, and maintenance of common primary care health problems. The clinical practicum emphasizes the application of theory and evidence-based research for the delivery of culturally competent assessment and treatment of the older adult within the context of their families and in a variety of outpatient settings.

Prerequisites: Graduate status in the School of Nursing. Completion of Academic Core and Advanced Practice Core courses.

GNRS 582A, Pathophysiology, 2 Units

This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.

Prerequisite: admission to the ELM program

GNRS 582B, Pathophysiology, 2 Units

This course continues the presentation 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.

Prerequisites: admission to the ELM program; successful completion of GNRS 582A

GNRS 583, Nursing Care of Children and Young Adults, 4 Units

This theoretical and clinical course focuses on the care of children from birth through adolescence. The effects of acute and chronic illness on growth and development are studied in the acute and community health care setting. Education of the child and family on health promotion, disease prevention, and safety issues are addressed. Ethical issues are discussed regarding the relationship to the child and family, including issues such as child abuse, informed consent, and the impact of diverse cultural and spiritual beliefs on health care decisions in the family.

Prerequisites: Admission to the ELM program; successful completion of semesters one and two

GNRS 584, Mental Health Nursing, 4 Units

This theoretical and clinical course focuses on the dynamics of psychosocial stress within the interpersonal and intrapersonal systems of clients with acute and chronic psychiatric disorders.

Prerequisites: Admission to the ELM program; successful completion of semesters one and two

GNRS 586, Leadership and Management in Professional Practice, 2 Units

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 Units

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing, and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings, with a focus on care of the gerontological client. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care is included.

Prerequisites: Admission to the ELM program; successful completion of semesters one, two, and three

GNRS 588, Advanced Nursing Care of Adults - Leadership, 6 Units

This course involves the application of pathophysiological, psychosocial, and spiritual concepts to adult and geriatric clients experiencing the stress of illness in acute settings. The primary focus of the course is to care for critically ill clients and their families with complex health care needs in a critical-care setting. A second area of focus is on the utilization of leadership and management concepts/skills in providing comprehensive care to groups of clients and families. Emphasis is placed on preparing the student to practice in a beginning leadership role in managing client care. Legal and ethical issues related to acute care are included.

Prerequisites: Admission to the ELM program; GNRS 579A and GNRS 579B, GNRS 582, GNRS 585

GNRS 589, Adolescent Health Care, 2-4 Units

GNRS 589 focuses on the growth and development of adolescents as well as assessment, prevention, and management of common health and psychosocial problems in this population. Emphasis is placed on age-appropriate and culturally-competent provision of primary health care to adolescents in a family system.

Prerequisites: Graduate status in the School of Nursing. 2 unit course requires completion of GNRS 515, GNRS 594. 4 unit course requires GNRS 515, GNRS 594, and GNRS 511 or GNRS 512.

GNRS 590A, Primary Health Care of the Young Family, 6 Units

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, 4 Units

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 Units

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 Adult and Aging Family, 6 Units

This combined theory and clinical course focuses on the role of the nurse practitioner (NP) 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 is addressed.

Prerequisites: Academic Core and Advanced Practice Core courses

GNRS 592B, Primary Health Care Clinical Practicum, 2 Units

This course provides the final comprehensive clinical management experience, allowing FNP and AGNP students to apply knowledge gained throughout their course of study. Clinical conferences provide opportunity for discussion of role development issues and clinical case studies. Students engage in the clinical assessment and management of adults of diverse cultural backgrounds with routine and complex health problems in out-patient settings. Under the supervision of qualified preceptors and School of Nursing faculty, the student must complete his/her clinical hours and demonstrate mastery to perform the role of an entry-level nurse practitioner.

Prerequisite: Completion of clinical courses for the FNP or AGNP program track.

GNRS 593, Psychosocial Primary Health Care of the Adult and Aging Family, 4 Units

This combined didactic and clinical course focuses on psychosocial primary health care of the mature and aging family. Didactic content and clinical experiences emphasize the advanced practice nursing role in the medical management of chronic illness with concurrent assessment for psychosocial stressors that impact the experience and management of chronic illness. Students learn to tailor patient-centered therapeutic strategies, including presence, multi-faceted functional assessment, motivational interviewing, stress reduction techniques and spiritual support to individual patients.

Prerequisites: Academic Core and Advanced Practice Core courses

GNRS 594, Pharmacology in Advanced Practice Nursing, 3 Units

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 Units

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, Foundations of Healthcare Informatics, 3 Units

This course provides an overview of basic concepts for practice in healthcare-oriented informatics. These core concepts include an introduction to clinical and translational informatics; foundational theory and practical application of clinical decision making and computerized decision support; healthcare systems and their organization; the special issues of administration, security, and operations of electronic records in the healthcare setting; human factors issues; information science in the healthcare domain; standards, terminologies, and the uniqueness of biomedical data; and a special focus on emerging technologies.

GNRS 597, Comprehensive Examination Directed Study, 1 Unit

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 Unit

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 Units

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 Units

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 620, Genome Science in Healthcare, 3 Units

This course covers basic genomic concepts and technologies intended for personalizing healthcare. The primary goal is to provide the student with clinically relevant knowledge that can be used in practice and for teaching other healthcare professionals, patients and families. Applications of genome science and technology are analyzed in the context of real world examples taken from a variety of clinical specialty areas to better understand the relation between genomics, health, and illness.

GNRS 622, Genome Science and Ethical Issues, 3 Units

This course examines current applications and implications of genome science and technology to healthcare, public health policy, economics, ethics, federal and state laws and societal issues. The following discussion topics are at the leading edge of healthcare and social debate: DNA biobanking, genetic profiling, and genomic technologies used in genome medicine such as stem cell research, gene therapy, and genetic enhancements. In addition, the course addresses ethics, philosophy, and theology literature to explore thoughtful discussions that cover a wide range of genome applications in healthcare and health science research.

Prerequisite: GNRS 620

GNRS 660, Theories of Teaching and Instruction, 3 Units

This course analyzes selected teaching and learning models that are applicable to nursing education. Strategies for classroom and clinical teaching are examined. Research relative to nursing education is reviewed and critiqued. Design of research methods to determine effectiveness of teaching strategies is incorporated. Course development and student evaluation are emphasized. Selected faculty and nursing education issues are also explored.

GNRS 661, Leadership and Role Development in Nursing Education, 3 Units

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 Units

Theoretical approaches to educational assessment, the development and implementation of nursing curriculum, and student and program outcomes are addressed. The importance of incorporating Christian values in the curriculum are emphasized. The course includes critical analyses of related topics based upon current research in nursing and higher education literatures.

GNRS 663, Clinical Practicum in Nursing Education, 3 Units

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 664, Teaching-Learning Strategies and Educational Technology in Nursing Education, 3 Units

This course will equip the nurse educator to develop and utilize theory- and evidence-based instructional strategies and tools in traditional and non-traditional formats in a variety of nursing educational settings.

Prerequisites: For MSN-NEd, completion of GNRS 660; for Nurse Educator Post-Master's Certificate, GNRS 660.

GNRS 695, Special Topics, 1-4 Units

A subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. This course may be repeated for credit to a maximum of 6 units applied toward the MSN or PhD degree; each course must address a different topic.

GNRS 700, Philosophy of Science, 3 Units

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 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, 3 Units

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 go 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, 3 Units

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, 3 Units

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 covers 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 for spiritual integration as well as for its development in nursing practice.

Prerequisite: Acceptance into the DNP or Ph.D. program.

GNRS 704, Faith Integration and Nursing Scholarship, 3 Units

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 Health Policy, 3 Units

This course seeks to provide a social ethics frame of reference for health care. Medical and biological advances have contributed to a rapidly expanding amount of human control over human and natural processes, including genetic potential and behaviors. This new power raises questions of morality and highlights the need for discussion and legislation regarding the complex issues raised by developments in health care, medical technology, and science. A comprehensive social ethic places decisions about health care within the context of a fuller account of purpose and meaning in life.

Prerequisite: Admission to DNP or Ph.D.

GNRS 706, Methods of Inquiry, 3 Units

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 Design I, 3 Units

This course focuses on advanced multiple research designs and data collection approaches. Emphasis is on experimental and quasi-experimental designs, epidemiological methods, survey research, and 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.

Prerequisite: Admission to DNP or Ph.D.

GNRS 708, Qualitative Nursing Research Design I, 3 Units

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 Statistical Analysis II, 3 Units

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

GNSRS 710, Advanced Qualitative Research Methods, 3 Units

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: GNSRS 708 is a

prerequisite to this course.

GNSRS 711, Advanced Research Methods in the Humanities, 3 Units

This seminar and consultation course introduces PhD students to nonscientific 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 GNSRS 701 and GNSRS 706, (b) permission of the instructor (Enrollment limited to eight.)

GNSRS 712, Advanced Evaluation Research, 3 Units

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.

GNSRS 713, Advanced Statistical Analysis I, 3 Units

This course presents common nonparametric and parametric statistical techniques used in healthcare research. Assumptions of the techniques are addressed. Specifically, the course emphasizes t-tests, ANOVA, ANCOVA, RANCOVA, correlation, odds ratio, regression, and power analysis, and 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 healthcare research is also emphasized.

GNSRS 715, Psychosocial Issues of Older Adults, 3 Units

This course focuses on the biological and psychosocial processes throughout adulthood and the older years. Theories of aging are examined, as well as social role changes, social stratification, and the development of institutions of the aged. The course explores both normal aging and psychopathology, and the systematic intrinsic psychological or personality changes associated with development and adaptation in later life. Other topics include clarification of the causes and prevention of health maladies in the later years, and the nature and treatment of the most common psychopathologies. The psychodynamics of institutionalization and family care of the very old are also examined.

GNSRS 716, Translational Research, 3 Units

The goal of this course is to help the nurse scientist identify strategies within a multidisciplinary model that promotes the ready translation of research developed from basic laboratory, clinical, or population studies. The course involves three stages as set forth by the National Institute of Nursing Research. The first stage, referred to as early translation, reviews a promising discovery that was developed in the lab, epidemiologic study, or other study that involves the initial development and testing of an intervention. In the second stage, or late translation, analysis of the study design and intervention used in clinical trials determines appropriate clinical guidelines. In the final stage, where dissemination involves the broader distribution of the intervention, emphasis is on analyzing the strengths and limitations in the clinical setting.

GNSRS 717, Health Technology and Informatics, 3 Units

This course presents an overview of the evolution of health care informatics from an interdisciplinary perspective. Students learn health care informatics history, concepts, theories, legal and ethical implications, and applications within the health care industry. This course introduces the student to the information system life cycle, human factor issues in health care informatics, critical issues affecting the development and implementation of information and communication systems and technologies (clinical, administrative, and learning), knowledge management principles, professional practice trends, and emerging ICT (information and communication technology) in health care.

GNSRS 718, Organizational Leadership and Strategic Planning, 3 Units

In this course, students acquire knowledge and skill to effectively manage change, empower others, and influence political processes. Advanced nursing practice leadership occurs in clinical practice with clients and staff, within healthcare institutions and professional organizations, and in healthcare policy making arenas. To develop the leadership role, students implement strategies for creating organizational change to provide high-quality services at reasonable costs. Focus is on organizational process, including the associated management of conflict, change, and control of risk within a political context.

Prerequisite: This course focuses on advanced multiple research designs and data collection approaches. Emphasis is on experimental and quasi-experimental designs, epidemiological methods, survey research, and 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.

Prerequisite: Admission to DNP or Ph.D.

GNRS 720, Wellness Promotion and Health Maintenance, 3 Units

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.

Prerequisite: Admission to DNP or Ph.D. program

GNRS 721, Health Disparities and Vulnerable Populations, 3 Units

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 Units

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 724, Quantitative Nursing Research Design II - Psychometrics, 3 Units

This course is designed to introduce students to the methods of survey research. The course considers practical considerations in the construction of questionnaires including determining questionnaire content, selection of item types and wording of items, selection of an administration method, piloting questionnaires, and locating existing questionnaires. Discussion about conducting survey research considers sample selection, analyzing information obtained from questionnaires using SPSS, evaluating questionnaires, sources of error and how to reduce measurement error in survey research.

Prerequisite: GNRS 707

GNRS 725, Research Practicum, 1 Unit

The goal of the practicum is to further develop, mentor and socialize students into the roles and activities of research scientists and scholars. The emphasis is on mentoring to facilitate student progression in research methodology, culturally appropriate research strategies, data management, and data analysis. Students can choose either a quantitative practicum experience or a qualitative practicum experience.

Prerequisites: GNRS 706, GNRS 707, GNRS 708, GNRS 713, and GNRS 709 or GNRS 710.

GNRS 726, Advanced Scientific Writing, 3 Units

This course provides opportunities for students to learn how to research and introduce a topic in writing, articulate a thesis statement, support and develop a literature review, work with secondary sources, and organize a written paper that can be developed into a dissertation or translational research paper.

GNRS 727, Genome Science in Clinical Cases and Disease Management, 3 Units

This course focusing on medical family history taking, constructing and analyzing the pedigree, genetic counseling, clinical decision making and clinical case management for a wide variety of inherited and acquired diseases through the lens of emerging genome science. Clinical cases are discussed from a holistic perspective including: genome science, epidemiology, genomic profiling, genetic technologies, personalized medicine, interprofessional collaboration, ethical and legal issues, and health policy.

Prerequisite: GNRS 620

GNRS 728, Genome Science Research Methods, 3 Units

This course focuses on genome research methods for understanding and translating genome science to practice and to genome related nursing research. Understanding the research methods fosters a deeper understanding of the strength and the weaknesses of the science and an ability to critique the benefits and the limitations of the science for designing nursing research. The course includes a wide range of research methods that explore genetics or genomics in human populations. A key outcome of this course is to develop a research proposal using genome methods to design nursing research aimed at improving quality of health for individuals, families and populations.

Prerequisites: GNRS 620, GNRS 622, GNRS 727

GNRS 729, Population Health and Epidemiology, 3 Units

The concept of population health includes aggregate, community, environmental/occupational, and cultural/socioeconomic definitions of health. The implementation of clinical prevention and population health activities is central to achieving the national goal of improving health status and reducing health disparities among different aggregate groups. This course covers the basic elements and methodological concepts used in the epidemiologic study of factors related to health promotion and disease prevention in human populations. It brings together considerations from several fields of investigation, such as epigenetics, epidemiology, psychology, and public health, to study the effects on health and health-related outcomes.

Prerequisite: Admission to DNP or Ph.D. program

GNRS 730, Comparative Health Care Systems, 3 Units

This course focuses on exploring/analyzing environmental, social, cultural, political and economic determinants of health across the globe. Comparative analysis of international health care systems including governmental, nongovernmental, traditional, and faith-based organizations are emphasized. Epidemiological analysis of morbidity and mortality, analysis of health and illness responses, and health-seeking behavior across the age span and gender/ethnic variables are discussed with the intent to identify areas of research relevant to students' interest. Presented from a Christian perspective, this course investigates research and practice opportunities and responsibilities for advanced practice nurses in global arenas.

GNRS 733A, Residency IA, 1 Unit

The first of a three-course sequence, this course may be taken concurrently with GNRS 733B and GNRS 733C with approval of the DNP director or designee. Grading is pass/fail.

Prerequisite: Admission to DNP

GNRS 733B, Residency IB, 1 Unit

The second of a three-course sequence, this course may be taken concurrently with GNRS 733A and/or GNRS 733C with approval of the DNP director or designee. Grading: pass/fail

GNRS 733C, Residency IC, 1 Unit

The third of a three-course sequence, this course may be taken concurrently with GNRS 733A and GNRS 733B with approval of the DNP director or designee. Grading: pass/fail

GNRS 734A, Residency IIA, 1 Unit

The first of a three-course sequence, this course may be taken concurrently with GNRS 734B and GNRS 734C with approval of the DNP director or designee. Grading: pass/fail

GNRS 734B, Residency IIB, 1 Unit

The second of a three-course sequence, this course may be taken concurrently with GNRS 734A and/or GNRS 734C with approval of the DNP director or designee. Grading: pass/fail

GNRS 734C, Residency IIC, 1 Unit

The third of a three-course sequence, this course may be taken concurrently with GNRS 734A and GNRS 734B with approval of the DNP director or designee. Grading: pass/fail

GNRS 735, Translational Research Project Seminar, 3 Units

The DNP requires a rigorous clinical research project, focusing on translating scientific research to health care in a timely manner so that patients experience the best applications of science and practice. The translational research project is a scholarly experience that implements the principles of evidence-based practice and translation under the guidance of a faculty mentor. In line with the AACN Essentials of 2007, the outcome of the DNP research project is a tangible and deliverable academic product that is derived from the practice immersion experience and reviewed and evaluated by an academic committee. The project serves as a foundation for future scholarly practice.

GNRS 780, Doctoral Seminar I: Elements of a Proposal and IRB Application, 3 Units

This seminar directs the development of a research proposal leading to the development of either a dissertation or a translational research project. The seminar includes: (1) a brief review of research approaches and methodologies; (2) descriptions of the major components of a proposal; (3) discussion of strategies for completing and presenting a proposal; (4) preparation and critiques of student proposal drafts; and (5) discussion of the elements of an IRB application. Discussion will include ethical conduct of research and protection of human subjects.

GNRS 781, Doctoral Seminar II: Developing a Grant Proposal, 3 Units

The grant writing seminar provides students with the opportunity to develop a grant proposal including guidance on how to seek funding. Discussion will focus on understanding a Request for Funding Proposal (RFP), the goals and objectives identified by the funding agencies, and approaches on how to align your proposal with the funding agency guidelines. Techniques will include development of a purpose statement, work plan, and well planned budget, as well as the differences between a research and a program grant.

Prerequisite: GNRS 780

GNRS 782, Doctoral Seminar III: Writing for Publication, 3 Units

This seminar focuses on all aspects of writing for publication. It will help the student to get started on writing; identify writing styles for various forms of publication including abstracts, journal articles, papers, and books. The student will receive practice in reviewing and critiquing writing and in understanding the editorial process. Legal and ethical aspects of writing for publication will also be covered.

Prerequisites: GNRS 780, GNRS 781

GNRS 783, Doctoral Seminar IV: Developing Professional Presentations, 3 Units

This seminar identifies approaches to developing an effective and successful presentation. It assists students to find their voice and showcase areas of expertise. Discussions will focus on planning as essential to deciding on the content and the order in which the information will be presented. Emphasis will be on developing a logical sequence, one that flows naturally, and is accompanied by audiovisuals that facilitate understanding of the material.

Prerequisites: GNRS 780, GNRS 781, GNRS 782

GNRS 784, Dissertation Seminar V, 2-4 Units

This fifth dissertation seminar provides the student a forum to explore with their peers research findings, theoretical and empirical implications, and potential venues for publication of manuscripts. Format and procedures for progression in the dissertation process are also discussed. Placement of the Course: This seminar is not required if dissertation seminar requirement of 12 units has been met by GNRS 780, GNRS 781, GNRS 782, GNRS 783, and student has defended dissertation. Grading: Pass/Fail.

Prerequisite: GNRS 783

GNRS 795, Special Topics, 1-4 Units

In this course, a subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. Students may repeat the course for credit to a maximum of six units applied toward the doctoral program; each course must address a different topic.

GNRS 798, Continuous Doctoral Study, 0 Units

This course is for doctoral students working on dissertations or translational research projects. Students must re-enroll each semester until the dissertation or translational research project is completed, defended, submitted to the library, and approved.

GNRS 799, Independent Study, 1-4 Units

Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses, and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring doctoral faculty member and approved by the doctoral department

Entry-Level Master of Science in Nursing (ELM)

The Entry-Level Master's in Nursing (<http://www.apu.edu/nursing/programs/entry-level-masters-in-nursing>) is an accelerated graduate nursing program designed for students who desire to enter the nursing profession and hold a baccalaureate or higher degree in other disciplines. Students are admitted into the graduate program in the School of Nursing and complete all prelicensure courses, both theoretical and clinical, in an accelerated format. For the first four semesters, students take all prelicensure theory and clinical courses and selected graduate nursing courses, followed by a clinical residency, in preparation for the RN licensure examination. Students then continue with courses and preparation leading to a Master of Science in Nursing (MSN).

This program meets the California Board of Registered Nursing (BRN) requirements for licensure and is available at the Azusa campus and at APU's regional locations in Monrovia, San Diego (<http://www.apu.edu/sandiego>), and the Inland Empire (<http://www.apu.edu/inland>) (San Bernardino).

Mission Statement

The ELM program prepares nurses to enter professional nursing and subsequently advanced practice roles. Students are prepared to take the NCLEX for RN licensure, to apply for a California PHN certificate, and to be eligible to apply for state certification, and may apply for national certification by examination in advanced practice specialties upon successful completion of the required post-licensure classes.

Admission Requirements

University graduate admission and program-specific requirements must be met before an application is complete. (See Admission to the University (p. 13).)

View additional program-specific application requirements (<http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program>).

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

Additional Requirements

At the beginning of clinical coursework, graduate students are required to provide documentation concerning certifications, results of background checks, screening tests, and immunizations. Please refer to the Student Handbook and specific program manuals or course syllabi for details.

Program Requirements

The four-semester and clinical residency prelicensure portion of this program is offered in an intensive cohort model format and **must** be taken in full-time study. Courses are offered in a fixed schedule with required clinical experiences that may be scheduled Monday through Saturday. This program meets California Board of Registered Nursing (BRN) requirements for registered nurse licensure.

Semester 1

| | | |
|----------|--|---|
| GNRS 500 | Conceptual Foundations of Professional Nursing | 3 |
| GNRS 555 | Medical Surgical Care of the Adult and Geriatric Patient | 7 |

| | | |
|---|---|----|
| GNRS 578 | Health Assessment | 3 |
| GNRS 582A | Pathophysiology | 2 |
| Semester 2 | | |
| GNRS 556 | Intermediate Medical Surgical Care of the Adult | 7 |
| GNRS 564 | Nutrition and Therapeutics | 2 |
| GNRS 576 | Pharmacology | 2 |
| GNRS 582B | Pathophysiology | 2 |
| GNRS 584 | Mental Health Nursing | 4 |
| Semester 3 | | |
| GNRS 504 | Bioethics and Health Policy | 3 |
| GNRS 505 | Christian Formation for Holistic Care | 3 |
| GNRS 507 | Scientific Writing | 3 |
| GNRS 575 | Nursing Care in Maternal, Newborn, and Women's Health | 4 |
| GNRS 583 | Nursing Care of Children and Young Adults | 4 |
| Semester 4 | | |
| GNRS 508A | Research and Theory in Advanced Practice Nursing | 4 |
| GNRS 586 | Leadership and Management in Professional Practice | 2 |
| GNRS 587 | Community Health Nursing | 5 |
| GNRS 588 | Advanced Nursing Care of Adults - Leadership | 6 |
| Clinical Residency/Internship ¹ | | |
| GNRS 573 | Clinical Residency | 4 |
| Total Units | | 70 |

¹ This intensive period of clinical education and continuing preparation for practice takes place in a health care agency under the direct supervision of a clinical preceptor and supported by clinical faculty in the graduate program. Upon completion of this seven-week internship, students will have completed 252 hours in an acute-care setting. This usually consists of three 12-hour shifts per week for seven weeks. At the same time, students review prelicensure subject matter in preparation for NCLEX examination (RN licensing exam). Successful completion of the clinical residency is required to complete the prelicensure portion of the program. The BSN is awarded at completion of the prelicensure portion of program.

NOTE: Before taking advanced practice clinical courses for completion of the MSN degree, the student must achieve the passing score required by the California Board of Registered Nursing (BRN) on the NCLEX exam.

Postlicensure

In addition to coursework and clinical practicums, postlicensure students are expected to have outside clinical work experience. Students should request approval prior to taking coursework at outside institutions to ensure credit will be given. A maximum of 6 units may be transferred in with prior approval.

Students **must** take 7 units of electives during this component of the program. Students' programs are planned individually according to course sequencing for their clinical specialty. As an alternative to full-time study, students may elect to complete master's degree requirements in a part-time format while taking courses each semester.

Students may elect to write a thesis or take a comprehensive exam to complete the degree. Any student who elects to write a thesis must take GNRS 514.

ELM-MSN: School Nurse Services Credential (SNSC) and Family Nurse Practitioner (FNP)

This combined specialty program prepares nurses to be effective practitioners of school health and provide primary care for people of all ages in a variety of other settings. Students develop theoretical and practical expertise in nursing and education applied to basic health services in public schools (K-12). This prepares nurses to establish, maintain, and coordinate a comprehensive school health program. The advanced practice family nurse practitioner specialty includes direct client assessment, diagnosis, management and treatment, client advocacy, client/family education, consultation, program planning, implementation, evaluation, and research.

Graduates are eligible to apply to the state of California for the School Nurse Services Credential, and to apply for certification as a Family Nurse Practitioner. They are also qualified for and may seek national FNP certification by examination through specialty organizations. For details about academic core, advanced practice core, and concluding courses, please see the MSN program requirements (p. 458). Students must also take a state of California-approved audiometry course to meet the SNSC requirements.

Please contact the School of Nursing for specific program availability and locations.

Prelicensure coursework (p. 449) must be completed prior to beginning Advanced Practice Nursing coursework.

| Code | Title | Units |
|---|---|---------|
| Academic Core Courses | | 10 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS XXX Electives | | 7 |
| Advanced Practice Core Courses | | 14 |
| GNRS 510 | Family Theory in Health Care | 2 |
| GNRS 512 | Advanced Health Assessment and Health Promotion | 4 (3/1) |
| GNRS 513 | Advanced Nursing Practice Role | 2 |
| GNRS 515 | Advanced Pathophysiology | 3 |
| GNRS 594 | Pharmacology in Advanced Practice Nursing | 3 |
| Advanced Practice Specialty Courses | | 31 |
| EDUC 571 | Curriculum Foundations | 3 |
| GNRS 550A | Theory and Practice in School Nursing | 6 (3/3) |
| GNRS 589 | Adolescent Health Care | 4 (2/2) |
| GNRS 590A | Primary Health Care of the Young Family | 6 (3/3) |
| GNRS 591 | Primary Health Care of the Childbearing Family | 4 (2/2) |
| GNRS 592A | Primary Health Care of the Adult and Aging Family | 6 (3/3) |
| GNRS 592B | Primary Health Care Clinical Practicum | 2 (0/2) |
| Specialization Option Courses - No Requirement | | |
| Concluding Courses | | 1-3 |
| Select from the following | | |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| - or - | | |
| GNRS 598 & GNRS 514 | Thesis and Research Proposal Writing | 3 |
| Total Units for SNSC and FNP ¹ | | 56-58 |

¹ Student must also take a state of California-approved audiometry course to meet the SNSC requirements

Units shown in parentheses are theory units/clinical units.

ELM-MSN: School Nurse Services Credential (SNSC) and Pediatric Nurse Practitioner - Primary Care (PNP)

This combined specialty program prepares nurses to be effective practitioners of school health and provide primary care for children in a variety of 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 advance practice pediatric primary care nurse practitioner specialty includes direct client assessment, diagnosis, management and treatment, client advocacy, and client/family education. Graduates are eligible to apply to the state of California for the school nurse services credential. They are eligible to apply to the state of California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national PNP certification by examination. Students must take a state of California approved audiometry course to meet the SNSC requirements.

Please contact the School of Nursing for specific program availability and locations.

Prelicensure coursework (p. 449) must be completed prior to beginning Advanced Practice Nursing coursework.

| Code | Title | Units |
|--|--|---------|
| Academic Core Courses | | 10 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS XXX Electives | | 7 |
| Advanced Practice Core Courses | | 14 |
| GNRS 510 | Family Theory in Health Care | 2 |
| GNRS 511 or GNRS 512 | Advanced Pediatric Health Assessment and Health Promotion Advanced Health Assessment and Health Promotion | 4 (3/1) |
| GNRS 513 | Advanced Nursing Practice Role | 2 |
| GNRS 515 | Advanced Pathophysiology | 3 |
| GNRS 594 | Pharmacology in Advanced Practice Nursing | 3 |
| Advanced Practice Specialty Courses | | 28 |
| EDUC 571 | Curriculum Foundations | 3 |
| GNRS 532 | Advanced Nursing Practice in Pediatrics | 6 (3/3) |
| GNRS 542 | Advanced Concepts and Competencies in Pediatric Primary Health Care | 3 (1/2) |
| GNRS 550A | Theory and Practice in School Nursing | 6 (3/3) |
| GNRS 590A | Primary Health Care of the Young Family | 6 (3/3) |
| GNRS 590B | Clinical Practicum in Pediatrics | 4 (0/4) |
| Concluding Courses | | 1-3 |
| Select from the following: | | |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| - or - | | |
| GNRS 598 & GNRS 514 | Thesis and Research Proposal Writing | 3 |
| Total Units for SNSC and PNP ¹ | | 53-55 |

¹ Students must also take a state of California approved audiometry course to meet the SNSC requirements.

Units shown in parentheses are theory units/clinical units.

ELM-MSN: with Adult-Gerontology Primary Care Nurse Practitioner (AGNP)

This specialty program prepares students to be nurse practitioners for patients across the adult years in a primary healthcare setting. Graduates are eligible to apply to the state of California Board of Registered Nursing for certification as a nurse practitioner and may apply for national AGPCNP certification through examination. 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.

Please contact the School of Nursing for specific program availability and locations.

Prelicensure coursework (p. 449) must be completed prior to beginning Advanced Practice Nursing coursework.

| | | |
|--|---|---------|
| Academic Core Courses | | 10 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS XXX Electives | | 7 |
| Advanced Practice Core Courses | | 12 |
| GNRS 512 | Advanced Health Assessment and Health Promotion | 4 (3/1) |
| GNRS 513 | Advanced Nursing Practice Role | 2 |
| GNRS 515 | Advanced Pathophysiology | 3 |
| GNRS 594 | Pharmacology in Advanced Practice Nursing | 3 |
| Advanced Practice Specialty Courses | | 25 |
| GNRS 580 | Gerontology | 2 |

| | | |
|---|--|-----------|
| GNRS 581 | Primary Health Care of the Older Adult | 5 (2/3) |
| GNRS 589 | Adolescent Health Care | 2 |
| 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 593 | Psychosocial Primary Health Care of the Adult and Aging Family | 4 (2/2) |
| GNRS 592B | Primary Health Care Clinical Practicum | 2 (0/2) |
| Specialization Option Courses - No Requirement | | |
| Concluding Courses: | | 1 |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| Total Units | | 48 |

Units shown in parentheses are theory units/clinical units.

ELM-MSN: Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS)

The Master of Science in Nursing with Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS) allows students to concentrate on one of these two clinical areas of content and practice. Nurses with advanced practice preparation may work in acute, primary, or long-term care settings. The student learns the process of developing and sustaining evidence-based practice in illness management, advancing the practice of other nurses and nursing personnel, and developing organizational or systems modifications to support and improve nursing practice. The traditional CNS roles of expert clinical practice, consultation, clinical leadership, research, and education are shaped toward producing desirable patient outcomes as the CNS works in several spheres of influence. Graduates are eligible to apply to the state of California for certification as clinical nurse specialists, and may apply for national certification through examination by the American Nurses Credentialing Center (ANCC).

Please contact the School of Nursing (<http://www.apu.edu/nursing>) for specific program availability and locations.

Prelicensure coursework (p. 449) must be completed prior to beginning Advanced Practice Nursing coursework.

For details of academic core, advanced practice core, and concluding courses, please see the MSN program requirements (p. 458).

Adult-Gerontology Clinical Nurse Specialist (CNS) Requirements

| Code | Title | Units |
|--|--|--------------|
| Academic Core Courses | | 13 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 613 | Graduate Statistics | 3 |
| GNRS XXX Electives | | 7 |
| Academic and Advanced Practice Core Courses | | 12 |
| GNRS 512 | Advanced Health Assessment and Health Promotion | 4 (3/1) |
| GNRS 513 | Advanced Nursing Practice Role | 2 |
| GNRS 515 | Advanced Pathophysiology | 3 |
| GNRS 594 | Pharmacology in Advanced Practice Nursing | 3 |
| Advanced Practice Specialty Courses | | 22 |
| GNRS 520 | Theory and Practice of the Clinical Nurse Specialist in Nursing Care of Adult-Gerontology Patients | 6 (2/4) |
| GNRS 521 | Clinical Specialization in the Care of Adult-Gerontology Patient | 6 (2/4) |
| GNRS 543 | Transitions Across the Care Continuum | 6 (2/4) |
| GNRS 548 | Health Promotion Across the Lifespan | 2 |
| GNRS 580 | Gerontology | 2 |
| Concluding Courses | | 1-3 |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| - or - | | |
| GNRS 598 & GNRS 514 | Thesis and Research Proposal Writing | 3 |
| Total required for the MSN with Adult Gerontology CNS | | 48-50 |

Units shown in parentheses are theory units/clinical units.

Pediatric Clinical Nurse Specialist (CNS) Requirements

| Code | Title | Units |
|--|---|---------|
| Academic Core Courses | | 13 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 613 | Graduate Statistics | 3 |
| GNRS XXX (Choose 7 elective units) | | 7 |
| Academic and Advanced Practice Core Courses | | 12 |
| GNRS 511 | Advanced Pediatric Health Assessment and Health Promotion | 4 (3/1) |
| - or - | | |
| GNRS 512 | Advanced Health Assessment and Health Promotion | 4 (3/1) |
| GNRS 513 | Advanced Nursing Practice Role | 2 |
| GNRS 515 | Advanced Pathophysiology | 3 |
| GNRS 594 | Pharmacology in Advanced Practice Nursing | 3 |
| Advanced Practice Specialty Courses | | 20 |
| GNRS 530 | Theory and Practice of the Clinical Nurse Specialist in the Care of the Pediatric Patient | 6 (2/4) |
| GNRS 531 | Clinical Specialization in the Care of the Pediatric Patient | 6 (2/4) |
| GNRS 543 | Transitions Across the Care Continuum | 6 (2/4) |
| GNRS 548 | Health Promotion Across the Lifespan | 2 |
| Specialized Option Courses | | 2 |
| Select from the following: | | |
| GNRS 589 | Adolescent Health Care | 2 |
| - or - | | |
| GNRS 510 | Family Theory in Health Care | 2 |
| Concluding Courses | | 1-3 |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| - or - | | |
| GNRS 598 & GNRS 514 | Thesis and Research Proposal Writing | 3 |
| Total required for the MSN with Pediatric CNS | | 48-50 |

Units shown in parentheses are theory units/clinical units.

ELM-MSN: Family Nurse Practitioner (FNP)

This specialty program prepares students to be nurse practitioners for patients across the human lifespan in the primary healthcare setting. Graduates are eligible to apply to the state of California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national FNP certification through examination. 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.

Please contact the School of Nursing for specific program availability and locations.

Prelicensure coursework (p. 449) must be completed prior to beginning Advanced Practice Nursing coursework.

| Code | Title | Units |
|--|---|---------|
| Academic Core Courses | | 10 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS Electives | | 7 |
| Academic and Advanced Practice Core Courses | | 12 |
| GNRS 512 | Advanced Health Assessment and Health Promotion | 4 (3/1) |
| GNRS 513 | Advanced Nursing Practice Role | 2 |
| GNRS 515 | Advanced Pathophysiology | 3 |
| GNRS 594 | Pharmacology in Advanced Practice Nursing | 3 |
| Advanced Practice Specialty Courses | | 18 |

| | | |
|-----------|---|---------|
| 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

Select from the following:

| | | |
|----------|---------------------------------------|---------|
| GNRS 543 | Transitions Across the Care Continuum | 4 (2/2) |
|----------|---------------------------------------|---------|

- or -

| | | |
|----------|--|---------|
| GNRS 593 | Psychosocial Primary Health Care of the Adult and Aging Family | 4 (2/2) |
|----------|--|---------|

- or -

| | | |
|----------|------------------------|---------|
| GNRS 589 | Adolescent Health Care | 4 (2/2) |
|----------|------------------------|---------|

Concluding Courses 1-3

| | | |
|----------|--|---|
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
|----------|--|---|

- or -

| | | |
|------------------------|---|---|
| GNRS 598 & GNRS 514 | Thesis and Research Proposal Writing | 3 |
|------------------------|---|---|

Total required for the MSN with FNP 45-47

Academic Core Courses 10

| | | |
|----------|---|---|
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
|----------|---|---|

| | | |
|--------------------|--|---|
| GNRS XXX Electives | | 7 |
|--------------------|--|---|

Academic and Advanced Practice Core Courses 12

| | | |
|----------|---|---------|
| GNRS 512 | Advanced Health Assessment and Health Promotion | 4 (3/1) |
|----------|---|---------|

| | | |
|----------|--------------------------------|---|
| GNRS 513 | Advanced Nursing Practice Role | 2 |
|----------|--------------------------------|---|

| | | |
|----------|--------------------------|---|
| GNRS 515 | Advanced Pathophysiology | 3 |
|----------|--------------------------|---|

| | | |
|----------|---|---|
| GNRS 594 | Pharmacology in Advanced Practice Nursing | 3 |
|----------|---|---|

Advanced Practice Specialty Courses 18

| | | |
|-----------|---|---------|
| 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

Select from the following:

| | | |
|----------|---------------------------------------|---------|
| GNRS 543 | Transitions Across the Care Continuum | 4 (2/2) |
|----------|---------------------------------------|---------|

- or -

| | | |
|----------|--|---------|
| GNRS 593 | Psychosocial Primary Health Care of the Adult and Aging Family | 4 (2/2) |
|----------|--|---------|

- or -

| | | |
|----------|------------------------|---------|
| GNRS 589 | Adolescent Health Care | 4 (2/2) |
|----------|------------------------|---------|

Concluding Courses 1-3

| | | |
|----------|--|---|
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
|----------|--|---|

- or -

| | | |
|----------|--------|---|
| GNRS 598 | Thesis | 1 |
|----------|--------|---|

- and -

| | | |
|----------|---------------------------|---|
| GNRS 514 | Research Proposal Writing | 2 |
|----------|---------------------------|---|

Total required for the MSN with FNP 45-47

Units shown in parentheses are theory units/clinical units.

ELM-MSN: Pediatric Nurse Practitioner - Primary Care (PNP)

The Entry-Level Master's (p. 449)-Master of Science in Nursing (MSN) with a Pediatric Nurse Practitioner Primary Care (PNP) specialty prepares registered nurses to be nurse practitioners with children and their families in primary healthcare 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 Board of Registered Nursing for certification as a nurse practitioner and may apply for national PNP-PC certification through examination.

Please contact the School of Nursing for specific program availability and locations.

Prelicensure coursework (p. 449) must be completed prior to beginning Advanced Practice Nursing coursework.

| Code | Title | Units |
|---|---|---------|
| Academic Core Courses | | 10 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS XXX Electives | | 7 |
| Academic and Advanced Practice Core Courses | | 14 |
| GNRS 510 | Family Theory in Health Care | 2 |
| GNRS 511 | Advanced Pediatric Health Assessment and Health Promotion | 4 (3/1) |
| or GNRS 512 | Advanced Health Assessment and Health Promotion | |
| GNRS 513 | Advanced Nursing Practice Role | 2 |
| GNRS 515 | Advanced Pathophysiology | 3 |
| GNRS 594 | Pharmacology in Advanced Practice Nursing | 3 |
| Advanced Practice Specialty Courses | | 19 |
| GNRS 532 | Advanced Nursing Practice in Pediatrics | 6 (3/3) |
| GNRS 542 | Advanced Concepts and Competencies in Pediatric Primary Health Care | 3 (1/2) |
| GNRS 590A | Primary Health Care of the Young Family | 6 (3/3) |
| GNRS 590B | Clinical Practicum in Pediatrics | 4 (0/4) |
| Specialization Option Courses - No requirement | | |
| The following course is optional: | | |
| GNRS 543 | Transitions Across the Care Continuum | 4 (2/2) |
| Concluding Courses | | 1-3 |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| or | | |
| GNRS 598 & GNRS 514 | Thesis and Research Proposal Writing | 3 |
| Total required for the MSN with PNP | | 44-50 |

Units shown in parentheses are theory units/clinical units.

ELM-MSN: Psychiatric Mental Health Nurse Practitioner Specialty (PMHNP)

This specialty master's program prepares students for roles as psychiatric mental health nurse practitioners for clients with psychiatric and mental health problems across the lifespan. In the program, students learn to work respectfully and collaboratively with clients/consumers who are experiencing severe or chronic mental illnesses to determine biopsychosocial health care needs within a complex and changing environment. Theory and clinical coursework focus on assessment; differential diagnosis and disease management; intervention planning; individual, family, and group psychotherapy; health promotion; and disease prevention. Mental health related policy, and the application of research and evidence-based practice informs the psychiatric mental health nurse practitioner.

The inherent equality and worthiness of those who are vulnerable and disenfranchised, the role of spirituality, the value of diversity, the ability to engender hope, empowerment, self-responsibility, and a meaningful role in life are threaded throughout the program. Graduates are eligible to apply

to the state of California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national PMHNP certification through examination.

Please contact the School of Nursing for specific program availability and locations.

Prelicensure coursework (p. 449) must be completed prior to beginning Advanced Practice Nursing coursework.

| | | |
|--|---|---------|
| Academic Core Courses | | 10 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS XXX Electives | | 7 |
| Academic and Advanced Practice Core Courses | | 14 |
| GNRS 510 | Family Theory in Health Care | 2 |
| GNRS 512 | Advanced Health Assessment and Health Promotion | 4 (3/1) |
| GNRS 513 | Advanced Nursing Practice Role | 2 |
| GNRS 515 | Advanced Pathophysiology | 3 |
| GNRS 594 | Pharmacology in Advanced Practice Nursing | 3 |
| Advanced Practice Specialty Courses | | 29 |
| GNRS 533 | Psychiatric Theories across the Life Span | 2 |
| GNRS 534 | Integrated Psychiatric and Health Assessment across the Lifespan | 2 |
| GNRS 535 | Psychiatric Interventions and Health Promotion across the Life Span | 6 (3/3) |
| GNRS 536 | Psychiatric Mental Health Care with Adults and Older Adults | 6 (3/3) |
| GNRS 537 | Psychiatric Mental Health Care with Children and Adolescents | 6 (3/3) |
| GNRS 538 | Psychiatric Mental Health Care with Selected Populations | 5 (2/3) |
| GNRS 539 | Psychopharmacology | 2 |
| Concluding Courses | | 1-3 |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| - or - | | |
| GNRS 598 | Thesis | 1 |
| - and - | | |
| GNRS 514 | Research Proposal Writing | 2 |
| Total required for the MSN with PMHNP | | 54-56 |

Units shown in parentheses are theory units/clinical units.

ELM-MSN: Healthcare Administration and Leadership

The entry-level master's option in healthcare administration and leadership prepares nurses for early to mid-level management and leadership roles in myriad healthcare settings. Students will acquire the knowledge and skills necessary to lead and manage a team of healthcare providers in organizations, functioning in areas such as operations management, project management, and healthcare consulting. The program emphasizes competencies needed for graduates to apply for the American Nurses Credentialing Center (ANCC) and American Organization of Nurse Executives nurse leadership certifications through examinations.

Please contact the School of Nursing for specific program availability and locations.

Prelicensure coursework (<http://catalog.apu.edu/graduateprofessional/nursing/entry-level-masters-program/second-degree-program-entry-level-master-science-nursing-elm>) must be completed prior to beginning Healthcare Administration and Leadership coursework.

Students must have the equivalent of one year RN clinical experience prior to enrollment in GNRS 567.

| Code | Title | Units |
|---|---|-------|
| Academic Core Courses | | |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 613 | Graduate Statistics | 3 |
| GNRS XXX (Choose 7 elective units) | | 7 |
| Healthcare Administration and Leadership Courses | | |

| | | |
|--------------------------|---|-----------|
| GNRS 543 | Transitions Across the Care Continuum | 2/2 |
| MGMT 516 | High Performance People Management | 3 |
| MGMT 517 | Managing Human Capital | 3 |
| GNRS 560 | Strategic Leadership in Healthcare | 3 |
| GNRS 567 | Healthcare Administration and Leadership Supervised Practicum | 3 |
| GNRS 568 | Healthcare Finance | 4 |
| GNRS 596 | Foundations of Healthcare Informatics | 3 |
| Concluding Course | | |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| Total Units | | 37 |

ELM-MSN: Nursing Education

The entry-level master's (p. 449) option in nursing education prepares nurses for teaching roles in a variety of settings, including traditional and non-traditional academic settings, online/distance settings, and clinical and community settings using cutting-edge technology and teaching-learning methods. The program emphasizes competencies needed for students to complete the Certified Nurse Educator (CNE) certification examination. This program is aligned with the American Association of Colleges of Nursing's (AACN) *Essentials of Master's Education in Nursing* and the National League for Nursing's (NLN) *Core Competencies for Nurse Educators*.

Please contact the School of Nursing for specific program availability and locations.

Prelicensure coursework (p. 449) must be completed prior to beginning nursing education coursework.

Students must have the equivalent of one year RN clinical experience prior to enrollment in GNRS 663.

| Code | Title | Units |
|------------------------------------|--|-----------|
| Academic Core Courses | | |
| GNRS 501 | Theoretical Thinking in Nursing | 2 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 613 | Graduate Statistics | 3 |
| GNRS Electives | | 7 |
| Clinical Role Courses | | |
| GNRS 516 | Integrative Disease and Symptom Management | 3 |
| GNRS 518 | Supervised Practicum in Healthcare | 3 |
| Nurse Educator Role Courses | | |
| GNRS 660 | Theories of Teaching and Instruction | 3 |
| GNRS 664 | Teaching-Learning Strategies and Educational Technology in Nursing Education | 3 |
| GNRS 662 | Assessment, Curriculum, Development, and Outcomes | 3 |
| GNRS 661 | Leadership and Role Development in Nursing Education | 3 |
| GNRS 663 | Clinical Practicum in Nursing Education | 3 |
| Concluding Course | | |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| Total Units | | 37 |

Department of Master's Studies

Master of Science in Nursing (MSN)

The Department of Master's Studies offers a nationally accredited Master of Science in Nursing (<http://www.apu.edu/nursing/programs/masters-in-nursing>) program, as well as credential and certificate programs to prepare students to assume roles as clinical nurse specialists, nurse practitioners, educators, administrators, or school nurses. The combination of theory, research, and professional development also prepares graduates for doctoral study in nursing (p. 416).

The curriculum for these programs reflects the School of Nursing mission and is aligned with 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 a credential in their specialty and may take national certification examinations where these are offered through specialty organizations.

Program Learning Outcomes

A graduate of the Master of Science in Nursing program will be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.
2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.
3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.
4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting health care.
5. Use information systems and technology to communicate, manage knowledge, promote quality, mitigate error and support decision-making.
6. Demonstrate the ability to coordinate and collaborate with other health care team professionals.
7. Engage in clinical reasoning, effective communication, and act as change agents to develop professional identity and practice skill.

Transfer of Credits

Following admission, 9 units of approved graduate work completed elsewhere may be applied toward the MSN degree. Advanced Health Assessment may be considered for transfer credit if it was taken post-licensure as a registered nurse and the student was enrolled in an advanced practice nursing program. Advanced Pharmacology may be considered for transfer credit toward GNRS 594 if it was taken fewer than 24 months prior to the APU MSN program admit date.

Additional Requirements

During the admission process, a review of academic transcripts is performed to assess whether or not the applicant has completed the prerequisite courses listed below. If not, students must complete the prerequisite courses as part of their MSN program 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 APRN Programs

| | | |
|-------------|--|----|
| UNRS 220 | Health Assessment | 3 |
| UNRS 367 | Pathophysiology | 3 |
| UNRS 425 | Nursing Research | 3 |
| MATH 130 | Introduction to Statistics | 3 |
| or UNRS 299 | Statistics and Data Management for Nursing and Health Care | |
| UNRS 382 | Community Health Nursing | 3 |
| UNRS 403 | Leadership and Management in Professional Practice | 2 |
| Total Units | | 17 |

At the beginning of clinical coursework, including health assessment lab, the student is required to provide documentation including RN licensure, CPR certification, TB screening, and immunizations appropriate for the clinical setting.

The student's health status must permit him/her to safely undertake and complete clinical experience required for the degree. As a fully prepared health professional, the student is expected to take responsibility for self-evaluation of her/his own health status, including an assessment of the safety and appropriateness of practice in the clinical context, both for the student and the patient.

The Joint Commission, contracted facilities, and the School of Nursing require that all graduate students undergo a background check prior to their placement at clinical sites. The cost of the background check is the responsibility of the student. International students will have additional fees based upon the cost of a background check for their country.

The MSN program requires that students have ongoing clinical work experience.

Students may select additional elective courses to support their programs of study as directed by faculty.

MSN with Single Specialties (p. 473)

MSN with Credentials (p. 478)

MSN - Nursing Education (p. 480)

MSN - Healthcare Administration and Leadership (p. 481)

Post-Bachelor's Credential (p. 482)

Post-Master's Certificate Programs (p. 482)

GNRS 500, Conceptual Foundations of Professional Nursing, 3 Units

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.

GNRS 501, Theoretical Thinking in Nursing, 2-4 Units

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 Units

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, 3 Units

This course will focus on transforming the graduate nursing student, preparing for nursing leadership in nursing practice, nursing research, education, and public health policy, for the improvement of patient healthcare outcomes in our increasingly diverse society. Students will move from cultural sensitivity and awareness to critical reflection and action, challenging their assumptions and broadening their perspectives. AACN's The Essentials of Master's Education for Advanced Practice Nursing (2011) serves as the foundation for the development of core cultural competencies.

Prerequisite: Graduate standing in the School of Nursing

GNRS 504, Bioethics and Health Care Policy, 3 Units

This course will outline the role of the healthcare leader in ensuring human rights are upheld in healthcare systems. This course focuses on bioethical analysis, decision-making and moral policy analysis, and formulation. Through course discussion, group and individual assignments, and oral and written presentations, students will analyze and apply bioethical principles to decision- and policy- making processes in the workplace and at national levels. Healthcare ethics and policy will be considered from a Christian worldview.

Prerequisite: graduate standing

GNRS 505, Christian Formation for Holistic Care, 3 Units

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 Concept Analysis in Health Care, 3 Units

Scholarly research and analysis of selected concepts in the spiritual care of persons from the Judeo-Christian perspective provide a central focus to the course. Students also examine healthcare research/other healthcare literature for adequacy with respect to the concept they select. Various assignments facilitate greater student awareness of their own spiritual journey and knowledge of faith traditions other than their own. The course is conducted as a tutorial/seminar experience.

Prerequisite: graduate standing

GNRS 507, Scientific Writing, 3 Units

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 Units

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 508B, Research and Theory in Healthcare, 4 Units

This course prepares the healthcare administrator to apply theory and research evidence in healthcare environments. The relationship between theory and research is examined, exploring questions about the nature, construction, and use of each. Selected theories are explored, and students learn how ideas are developed and used in practice and research. Students learn the fundamentals of quantitative, qualitative, and mixed methods research and deepen their understanding through systematic search, critique, and summary of research studies with application to healthcare. Students work in groups to develop a research plan addressing a healthcare-derived question. Experience in statistical analysis of research data is included.

Prerequisite: GNRS 613 Graduate Statistics

GNRS 509, Qualitative Research: Grounded Theory, 3 Units

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 Units

The major theoretical perspectives for understanding the family as a core unit of analysis are studied. This course fosters the student's recognition of the family's responsibility for health. Factors such as family patterns and care-giving tasks of families experiencing catastrophic or chronic alteration in health care are examined. This class is offered online.

Prerequisite: graduate standing

GNRS 511, Advanced Pediatric Health Assessment and Health Promotion, 4 Units

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 Units

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 Units

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 Units

This course focuses on the application of the concepts in GNRS 508A. The goal is the completion of a research proposal that details the problem, the research purpose, questions or hypotheses to be tested, a critique of the literature, the design and methods of the study including protection of human subjects, the plans for analysis, use of the study, and the budget and personnel.

Prerequisite: GNRS 508A

GNRS 515, Advanced Pathophysiology, 3 Units

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 516, Integrative Disease and Symptom Management, 3 Units

Using a systems-based approach, this course provides the student with a broad-based, graduate-level overview for understanding disease processes, treatment modalities, assessment and interventional strategies for patients across the life span.

GNRS 518, Supervised Practicum in Healthcare, 3 Units

This course will prepare the student to integrate and apply theory, evidence-based practice, and national guidelines and standards in Fieldwork/Clinical/field settings. Students will select Fieldwork/Clinical/field areas in which, with faculty approval, they will participate in precepted experiences. The purpose of the course is to enable the student to gain current, in-depth knowledge in a selected practice area.

GNRS 520, Theory and Practice of the Clinical Nurse Specialist in Nursing Care of Adult-Gerontology Patients, 6 Units

Critical concepts in advanced collaborative management of adult-gerontology client populations by Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, adult-gerontology continuum of health and illness (i.e., wellness, health promotion, disease prevention), teaching-learning theory, and evidence-based best practices for clinical decision-making for the Adult and Geriatric population are highlighted. CNS roles, competencies, and professional issues and integrated clinical rotations will be chosen from critical care or medical-surgical adult-gerontology populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.

Prerequisites: Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements

GNRS 521, Clinical Specialization in the Care of Adult-Gerontology Patient, 6 Units

The course prepares the student to apply concepts introduced in GNRS 520. It focuses on diagnosis and collaborative disease management of acute illness in the adult-gerontology patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice, disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.

Prerequisites: Academic Core and Advanced Practice Core courses, GNRS 520, current RN license, CPR certificate, and meets health screening requirements

GNRS 530, Theory and Practice of the Clinical Nurse Specialist in the Care of the Pediatric Patient, 6 Units

Critical concepts in the advanced collaborative management of pediatric client populations by the Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, pediatric continuum of health and illness (i.e., wellness, health promotion/disease prevention), teaching-learning theory, and evidence-based/best practices for clinical decision-making for the Pediatric population are highlighted. CNS roles, competencies, and professional issues are integrated. Clinical rotations will be chosen from critical care or medical-surgical pediatric populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.

Prerequisites: Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening needs

GNRS 531, Clinical Specialization in the Care of the Pediatric Patient, 6 Units

The course prepares the student to apply concepts introduced in GNRS 530. It focuses on diagnosis and collaborative disease management of acute illness in the pediatric patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.

Prerequisites: Academic Core and Advanced Practice Core courses, GNRS 530, current RN license, CPR certificate, malpractice insurance, and meets health screening requirements

GNRS 532, Advanced Nursing Practice in Pediatrics, 6 Units

This course emphasizes physiological and psychological basis for critical and chronic conditions in children. Exploration of traditional versus alternate medicine treatment plans, relevant cultural, spiritual and health promotion strategies are incorporated. An advanced science base for the assessment, diagnosis, and management of children and families to promote wellness are the focus of this course.

Prerequisites: Graduate status, completion of GNRS 590A and GNRS 590B

GNRS 533, Psychiatric Theories across the Life Span, 2 Units

This course presents neurobiologic, neuroendocrine, genomic, 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 in primary psychiatric mental health care is provided for the role of the psychiatric mental health nurse practitioner.

Prerequisite: graduate standing;

corequisite: GNRS 534

GNRS 534, Integrated Psychiatric and Health Assessment across the Lifespan, 2 Units

This course teaches the role of the psychiatric mental health nurse practitioner in interviewing, assessing, and utilization of other data collection methods to elicit, analyze, and evaluate bio-psychosocial information regarding psychiatric mental health illness as experienced and understood by the clients, across the lifespan. Assessment and integration of the effects of potential and/or existing co-morbid health problems are focused upon. Diagnostic reasoning that is based on the Diagnostic Statistical Manual is foundational in the course. Development of differential diagnoses and disease management, evidence-based practice, and health promotion that includes client and nurse practitioner collaboration is emphasized.

Prerequisite or corequisite: GNRS 533

GNRS 535, Psychiatric Interventions and Health Promotion across the Life Span, 6 Units

In this course students learn historical, theoretical, and contemporary evidence-based psychotherapies that promote and support client stabilization, rehabilitation, and recovery. The client as a collaborating decision making consumer and the client-clinician therapeutic alliance are central to this course. Students increase competence in assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, group, family), medication management, and health promotion interventions, including motivational interviewing. Student competence in developing and facilitating therapeutic groups as a recovery modality are included in the course. The role of the psychiatric mental health nurse practitioner in the integration and coordination of support services that impact mental health and illness is also included. Students practice verbal psychotherapeutic skills that motivate and facilitate client self-management and progression toward recovery.

Prerequisites: GNRS 533 and GNRS 534; prerequisite or

corequisite: GNRS539

GNRS 536, Psychiatric Mental Health Care with Adults and Older Adults, 6 Units

In this course students increase their knowledge and competence in the assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services, with adults and older adults.

Prerequisites: GNRS 533, GNRS 534, GNRS 535, GNRS 539

GNRS 537, Psychiatric Mental Health Care with Children and Adolescents, 6 Units

In this course, students increase competence in the role of the psychiatric mental health nurse practitioner in the assessment of psychiatric mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services with children, adolescents, and families.

Prerequisites: GNRS 533, GNRS 534, GNRS 535, GNRS 539

GNRS 538, Psychiatric Mental Health Care with Selected Populations, 5 Units

Students increase knowledge and competence in the assessment of psychiatric and mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), medication management, health promotion and disease prevention interventions, and integration and coordination of support services with a selected population. Focus is on integrating and practicing all aspects of the role of the psychiatric mental health nurse practitioner with clients who are experiencing acute and/or chronic mental health problems and psychiatric disorders.

Prerequisites: GNRS 533, GNRS 534, GNRS 535, GNRS 536, GNRS 537 or corequisite GNRS 537

GNRS 539, Psychopharmacology, 2 Units

Students in this course build upon knowledge of advanced practice nursing and provides content essential for the psychiatric mental health nurse practitioner to prescribe appropriate pharmacologic treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for psychopharmaceuticals commonly utilized across the lifespan are addressed.

Prerequisites: GNRS 533, GNRS 534; corequisite GNRS 535

GNRS 540, Care Management, 2 Units

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 Units

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 542, Advanced Concepts and Competencies in Pediatric Primary Health Care, 3 Units

This course offers a comprehensive review and synthesis of core concepts and competencies for the pediatric advanced practice nurse in the primary care setting. This culminating experience for pediatric nurse practitioner students incorporates seminar discussions and clinical practicum placement. The course also provides a discussion of developmental/behavioral issues, management of acute and chronic care illnesses seen in primary care settings, and preventative health care.

Prerequisites: graduate standing; completion of (or with instructor's permission, concurrent enrollment in) GNRS532; completion of GNRS 590A and GNRS590B

GNRS 543, Transitions Across the Care Continuum, 4-6 Units

This course focuses on principles and models of care and their implementation in a multidisciplinary practice environment that emphasizes health care delivery through integration of services and transition management. The student is introduced to decision-making related to allocation of resources and services, development of protocols and evaluation of management approaches. Evidence-based approaches to the clinical, administrative, educational and research dimensions of patient care will be emphasized. Evaluation of care management activities with the student's selected clinical population is an integral component of the course.

Prerequisite: For NP and CNS students - completion of one clinical specialization course.

GNRS 543P, Transitions Across the Care Continuum - Practicum, 0 Units

GNRS 544, Clinical Specialization Residency, 2-3 Units

The elective clinical residency is a clinical specialty experiential program designed as a collaborative partnership between the School of Nursing and selected community health care organizations. This residency is an intensive precepted clinical experience planned to ease the role transition from a student nurse to a beginning professional nurse in a specialized setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination. The student will increase their ability to perform clinical reasoning with the assigned patient population and evaluate QSEN competencies of patient centered care, safety, evidence based practice, informatics, and teamwork and collaboration.

Prerequisite: Completion of/or concurrent with GNRS 573.

GNRS 546, Theory and Practice in Health Care Systems in the Community, 6 Units

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 Units

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 548, Health Promotion Across the Lifespan, 2 Units

The course focuses on health promotion and disease prevention across the lifespan and around the globe. The course includes exploration of population health issues, environmental implications in health and health policy, impact on health promotion and the development of disease.

Prerequisites: Academic Core, Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements.

GNRS 550A, Theory and Practice in School Nursing, 6 Units

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 555, Medical Surgical Care of the Adult and Geriatric Patient, 7 Units

This course introduces crucial concepts to professional nursing care such as nursing process, communication, therapeutic interventions, and critical thinking and clinical reasoning. The course focuses on the application of biological, psychosocial, and spiritual concepts to hospitalized adult and elderly clients with acute and/or chronic illnesses. Students will be guided in critical thinking and clinical reasoning exercises in the management of hospitalized clients. Nursing process is utilized to provide care to one or two adult clients within the health care delivery system of an acute care setting. The clinical practicum focuses on the cognitive basis, scientific principles, and manipulative component of psychomotor skills used when providing nursing care. Students will have an opportunity to practice simulated clinical skills.

Prerequisites: Admission to the ELM program; completion of all prerequisite courses for the program

GNRS 556, Intermediate Medical Surgical Care of the Adult, 7 Units

This course is designed to build on the base of medical-surgical nursing knowledge from GNRS555. The course focuses on comprehensive nursing care to patients with acute need for continuous cardiac monitoring, pulse oximetry monitoring, or ventilator assistance in telemetry units, in restorative care setting, or long-term care setting.

Prerequisites: admission to the ELM program; successful completion of GNRS 555

GNRS 557, Medical Spanish for Advanced Practice Nurses, 3 Units

This course provides non-Spanish speaking advanced practice nursing students with foundational knowledge of Spanish language structure and vocabulary, building appropriate phrasing to facilitate communication in health care settings. Cultural issues relevant to health and illness in the Latino community are also addressed.

Prerequisites: graduate nursing student standing, or instructor's permission

GNRS 559, Audiometry for School Nurses, 3 Units

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, Strategic Leadership in Healthcare, 3 Units

This course is designed to develop knowledge, skills and attitudes about leadership across the healthcare continuum. The student will consider the professional role of the healthcare administrator both from a leadership and a management perspective. Areas of concentration will include leadership theory, structure of healthcare institutions, systems thinking and decision-making, performance improvement including quality and safety issues, risk management and effective communication skills. Application of business skills will be integrated. Students will consider the theoretical and research background, current issues and trends, leadership and administrative implications of specific topics.

GNRS 564, Nutrition and Therapeutics, 2 Units

Functions of nutrients and the consequences of their deficiencies and excesses in the body are explored. Students are introduced to a variety of tools for planning and evaluating diets including a computer diet analysis. Application of nutrition concepts are interwoven into health care and fitness conditions. Students look at the prevention of chronic disease as it relates to proper nutrition and adequate exercise.

Prerequisite: Admission to the ELM program

GNRS 567, Healthcare Administration and Leadership Supervised Practicum, 3 Units

This course provides the student with the opportunity to experience the role of healthcare administrator. An individualized administration practicum in a specific area of clinical emphasis is chosen by the student and approved and monitored by the faculty and preceptor. Competencies that govern the role of the healthcare administrator are explored in depth. Students focus on the context for enacting the role of administrator in a healthcare delivery system.

Prerequisites: GNRS 504, GNRS 506, GNRS 508B, GNRS 543, GNRS 560, GNRS 568, GNRS 596, GNRS 613 and MGMT 516, MGMT 517

GNRS 568, Healthcare Finance, 4 Units

This course is an introduction to financial concepts and skills need for healthcare leaders, managers, and executives. The student will develop skills in assessing multiple dimensions of financial performance and methods to improve the financial health of an organization in the context of current patient care system.

GNRS 569, Quality and Safety for Health Care Practice, 2 Units

This course is designed to deepen and advance the student's knowledge and ability to systematically apply the principles of patient quality and safety into nursing practice. Based on national standards, the focus will be to examine and apply quality and safety tools, including informatics, that can be used to improve patient care delivery across the continuum of health care.

GNRS 570, Parish Nursing/Health Ministries, 2 Units

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 Units

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 575, Nursing Care in Maternal, Newborn, and Women's Health, 4 Units

This course focuses on the theoretical and clinical concepts of the childbearing patient, her infant, and her family. The students study both normal and complicated obstetrics. Selected issues of women's health are explored. The student is introduced to birth preparation, prenatal care, normal neonatal, and postpartum care with concurrent clinical experiences.

Prerequisites: admission to the ELM program; successful completion of semesters one and two

GNRS 576, Pharmacology, 2 Units

This course is designed for students who have completed organic chemistry, inorganic chemistry, and biochemistry. The content focuses on principles of pharmacology and specifics of the major drug classifications.

Prerequisite: admission to the ELM program

GNRS 578, Health Assessment, 3 Units

This course provides the nursing student with skills in physical, spiritual, and psychosocial assessment of adult clients. History-taking and physical examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included.

Prerequisite: Admission to the ELM program

GNRS 580, Gerontology, 2 Units

This course integrates research and writings about the major trends and developments in the field of gerontology as they apply to the field of nursing. The approach is interdisciplinary and course material includes information from the fields of sociology, psychology, anthropology, biological sciences, medicine, nursing and psychiatry. Development in adulthood will be viewed from multiple perspectives which include cognitive, behavioral, biological, social-cultural and spiritual. The influences that these perspectives have on the successful negotiation of age-related issues will be considered. Finally students will examine aspects of human aging both in contemporary American society and from a cross-cultural and ethnic perspective.

Prerequisite: Graduate status in the School of Nursing.

GNRS 581, Primary Health Care of the Older Adult, 5 Units

GNRS 581 focuses on the role of the adult-gerontology primary care nurse practitioner in the management of the older adult including health promotion, assessment, treatment, and maintenance of common primary care health problems. The clinical practicum emphasizes the application of theory and evidence-based research for the delivery of culturally competent assessment and treatment of the older adult within the context of their families and in a variety of outpatient settings.

Prerequisites: Graduate status in the School of Nursing. Completion of Academic Core and Advanced Practice Core courses.

GNRS 582A, Pathophysiology, 2 Units

This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.

Prerequisite: admission to the ELM program

GNRS 582B, Pathophysiology, 2 Units

This course continues the presentation 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.

Prerequisites: admission to the ELM program; successful completion of GNRS 582A

GNRS 583, Nursing Care of Children and Young Adults, 4 Units

This theoretical and clinical course focuses on the care of children from birth through adolescence. The effects of acute and chronic illness on growth and development are studied in the acute and community health care setting. Education of the child and family on health promotion, disease prevention, and safety issues are addressed. Ethical issues are discussed regarding the relationship to the child and family, including issues such as child abuse, informed consent, and the impact of diverse cultural and spiritual beliefs on health care decisions in the family.

Prerequisites: Admission to the ELM program; successful completion of semesters one and two

GNRS 584, Mental Health Nursing, 4 Units

This theoretical and clinical course focuses on the dynamics of psychosocial stress within the interpersonal and intrapersonal systems of clients with acute and chronic psychiatric disorders.

Prerequisites: Admission to the ELM program; successful completion of semesters one and two

GNRS 586, Leadership and Management in Professional Practice, 2 Units

This course emphasizes leadership and management theory including systems theory in a number of applications and settings. It 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 Units

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing, and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings, with a focus on care of the gerontological client. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care is included.

Prerequisites: Admission to the ELM program; successful completion of semesters one, two, and three

GNSR 588, Advanced Nursing Care of Adults - Leadership, 6 Units

This course involves the application of pathophysiological, psychosocial, and spiritual concepts to adult and geriatric clients experiencing the stress of illness in acute settings. The primary focus of the course is to care for critically ill clients and their families with complex health care needs in a critical-care setting. A second area of focus is on the utilization of leadership and management concepts/skills in providing comprehensive care to groups of clients and families. Emphasis is placed on preparing the student to practice in a beginning leadership role in managing client care. Legal and ethical issues related to acute care are included.

Prerequisites: Admission to the ELM program; GNSR 579A and GNSR 579B, GNSR 582, GNSR 585

GNSR 589, Adolescent Health Care, 2-4 Units

GNSR 589 focuses on the growth and development of adolescents as well as assessment, prevention, and management of common health and psychosocial problems in this population. Emphasis is placed on age-appropriate and culturally-competent provision of primary health care to adolescents in a family system.

Prerequisites: Graduate status in the School of Nursing. 2 unit course requires completion of GNSR 515, GNSR 594. 4 unit course requires GNSR 515, GNSR 594, and GNSR 511 or GNSR 512.

GNSR 590A, Primary Health Care of the Young Family, 6 Units

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

GNSR 590B, Clinical Practicum in Pediatrics, 4 Units

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 GNSR 511 or GNSR 512

GNSR 591, Primary Health Care of the Childbearing Family, 4 Units

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

GNSR 592A, Primary Health Care of the Adult and Aging Family, 6 Units

This combined theory and clinical course focuses on the role of the nurse practitioner (NP) 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 is addressed.

Prerequisites: Academic Core and Advanced Practice Core courses

GNSR 592B, Primary Health Care Clinical Practicum, 2 Units

This course provides the final comprehensive clinical management experience, allowing FNP and AGNP students to apply knowledge gained throughout their course of study. Clinical conferences provide opportunity for discussion of role development issues and clinical case studies. Students engage in the clinical assessment and management of adults of diverse cultural backgrounds with routine and complex health problems in out-patient settings. Under the supervision of qualified preceptors and School of Nursing faculty, the student must complete his/her clinical hours and demonstrate mastery to perform the role of an entry-level nurse practitioner.

Prerequisite: Completion of clinical courses for the FNP or AGNP program track.

GNSR 593, Psychosocial Primary Health Care of the Adult and Aging Family, 4 Units

This combined didactic and clinical course focuses on psychosocial primary health care of the mature and aging family. Didactic content and clinical experiences emphasize the advanced practice nursing role in the medical management of chronic illness with concurrent assessment for psychosocial stressors that impact the experience and management of chronic illness. Students learn to tailor patient-centered therapeutic strategies, including presence, multi-faceted functional assessment, motivational interviewing, stress reduction techniques and spiritual support to individual patients.

Prerequisites: Academic Core and Advanced Practice Core courses

GNSR 594, Pharmacology in Advanced Practice Nursing, 3 Units

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 Units

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, Foundations of Healthcare Informatics, 3 Units

This course provides an overview of basic concepts for practice in healthcare-oriented informatics. These core concepts include an introduction to clinical and translational informatics; foundational theory and practical application of clinical decision making and computerized decision support; healthcare systems and their organization; the special issues of administration, security, and operations of electronic records in the healthcare setting; human factors issues; information science in the healthcare domain; standards, terminologies, and the uniqueness of biomedical data; and a special focus on emerging technologies.

GNRS 597, Comprehensive Examination Directed Study, 1 Unit

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 Unit

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 Units

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 Units

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 620, Genome Science in Healthcare, 3 Units

This course covers basic genomic concepts and technologies intended for personalizing healthcare. The primary goal is to provide the student with clinically relevant knowledge that can be used in practice and for teaching other healthcare professionals, patients and families. Applications of genome science and technology are analyzed in the context of real world examples taken from a variety of clinical specialty areas to better understand the relation between genomics, health, and illness.

GNRS 622, Genome Science and Ethical Issues, 3 Units

This course examines current applications and implications of genome science and technology to healthcare, public health policy, economics, ethics, federal and state laws and societal issues. The following discussion topics are at the leading edge of healthcare and social debate: DNA biobanking, genetic profiling, and genomic technologies used in genome medicine such as stem cell research, gene therapy, and genetic enhancements. In addition, the course addresses ethics, philosophy, and theology literature to explore thoughtful discussions that cover a wide range of genome applications in healthcare and health science research.

Prerequisite: GNRS 620

GNRS 660, Theories of Teaching and Instruction, 3 Units

This course analyzes selected teaching and learning models that are applicable to nursing education. Strategies for classroom and clinical teaching are examined. Research relative to nursing education is reviewed and critiqued. Design of research methods to determine effectiveness of teaching strategies is incorporated. Course development and student evaluation are emphasized. Selected faculty and nursing education issues are also explored.

GNRS 661, Leadership and Role Development in Nursing Education, 3 Units

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 Units

Theoretical approaches to educational assessment, the development and implementation of nursing curriculum, and student and program outcomes are addressed. The importance of incorporating Christian values in the curriculum are emphasized. The course includes critical analyses of related topics based upon current research in nursing and higher education literatures.

GNRS 663, Clinical Practicum in Nursing Education, 3 Units

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 664, Teaching-Learning Strategies and Educational Technology in Nursing Education, 3 Units

This course will equip the nurse educator to develop and utilize theory- and evidence-based instructional strategies and tools in traditional and non-traditional formats in a variety of nursing educational settings.

Prerequisites: For MSN-NEd, completion of GNRS 660; for Nurse Educator Post-Master's Certificate, GNRS 660.

GNRS 695, Special Topics, 1-4 Units

A subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. This course may be repeated for credit to a maximum of 6 units applied toward the MSN or PhD degree; each course must address a different topic.

GNRS 700, Philosophy of Science, 3 Units

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 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, 3 Units

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 go 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, 3 Units

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, 3 Units

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 covers 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 for spiritual integration as well as for its development in nursing practice.

Prerequisite: Acceptance into the DNP or Ph.D. program.

GNRS 704, Faith Integration and Nursing Scholarship, 3 Units

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 Health Policy, 3 Units

This course seeks to provide a social ethics frame of reference for health care. Medical and biological advances have contributed to a rapidly expanding amount of human control over human and natural processes, including genetic potential and behaviors. This new power raises questions of morality and highlights the need for discussion and legislation regarding the complex issues raised by developments in health care, medical technology, and science. A comprehensive social ethic places decisions about health care within the context of a fuller account of purpose and meaning in life.

Prerequisite: Admission to DNP or Ph.D.

GNRS 706, Methods of Inquiry, 3 Units

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 Design I, 3 Units

This course focuses on advanced multiple research designs and data collection approaches. Emphasis is on experimental and quasi-experimental designs, epidemiological methods, survey research, and 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.

Prerequisite: Admission to DNP or Ph.D.

GNRS 708, Qualitative Nursing Research Design I, 3 Units

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 Statistical Analysis II, 3 Units

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 Units

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 Units

This seminar and consultation course introduces PhD students to nonscientific 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 Units

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 I, 3 Units

This course presents common nonparametric and parametric statistical techniques used in healthcare research. Assumptions of the techniques are addressed. Specifically, the course emphasizes t-tests, ANOVA, ANCOVA, RANCOVA, correlation, odds ratio, regression, and power analysis, and 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 healthcare research is also emphasized.

GNRS 715, Psychosocial Issues of Older Adults, 3 Units

This course focuses on the biological and psychosocial processes throughout adulthood and the older years. Theories of aging are examined, as well as social role changes, social stratification, and the development of institutions of the aged. The course explores both normal aging and psychopathology, and the systematic intrinsic psychological or personality changes associated with development and adaptation in later life. Other topics include clarification of the causes and prevention of health maladies in the later years, and the nature and treatment of the most common psychopathologies. The psychodynamics of institutionalization and family care of the very old are also examined.

GNRS 716, Translational Research, 3 Units

The goal of this course is to help the nurse scientist identify strategies within a multidisciplinary model that promotes the ready translation of research developed from basic laboratory, clinical, or population studies. The course involves three stages as set forth by the National Institute of Nursing Research. The first stage, referred to as early translation, reviews a promising discovery that was developed in the lab, epidemiologic study, or other study that involves the initial development and testing of an intervention. In the second stage, or late translation, analysis of the study design and intervention used in clinical trials determines appropriate clinical guidelines. In the final stage, where dissemination involves the broader distribution of the intervention, emphasis is on analyzing the strengths and limitations in the clinical setting.

GNRS 717, Health Technology and Informatics, 3 Units

This course presents an overview of the evolution of health care informatics from an interdisciplinary perspective. Students learn health care informatics history, concepts, theories, legal and ethical implications, and applications within the health care industry. This course introduces the student to the information system life cycle, human factor issues in health care informatics, critical issues affecting the development and implementation of information and communication systems and technologies (clinical, administrative, and learning), knowledge management principles, professional practice trends, and emerging ICT (information and communication technology) in health care.

GNRS 718, Organizational Leadership and Strategic Planning, 3 Units

In this course, students acquire knowledge and skill to effectively manage change, empower others, and influence political processes. Advanced nursing practice leadership occurs in clinical practice with clients and staff, within healthcare institutions and professional organizations, and in healthcare policy making arenas. To develop the leadership role, students implement strategies for creating organizational change to provide high-quality services at reasonable costs. Focus is on organizational process, including the associated management of conflict, change, and control of risk within a political context.

Prerequisite: This course focuses on advanced multiple research designs and data collection approaches. Emphasis is on experimental and quasi-experimental designs, epidemiological methods, survey research, and 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.

Prerequisite: Admission to DNP or Ph.D.

GNRS 720, Wellness Promotion and Health Maintenance, 3 Units

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.

Prerequisite: Admission to DNP or Ph.D. program

GNRS 721, Health Disparities and Vulnerable Populations, 3 Units

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 Units

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 724, Quantitative Nursing Research Design II - Psychometrics, 3 Units

This course is designed to introduce students to the methods of survey research. The course considers practical considerations in the construction of questionnaires including determining questionnaire content, selection of item types and wording of items, selection of an administration method, piloting questionnaires, and locating existing questionnaires. Discussion about conducting survey research considers sample selection, analyzing information obtained from questionnaires using SPSS, evaluating questionnaires, sources of error and how to reduce measurement error in survey research.

Prerequisite: GNRS 707

GNRS 725, Research Practicum, 1 Unit

The goal of the practicum is to further develop, mentor and socialize students into the roles and activities of research scientists and scholars. The emphasis is on mentoring to facilitate student progression in research methodology, culturally appropriate research strategies, data management, and data analysis. Students can choose either a quantitative practicum experience or a qualitative practicum experience.

Prerequisites: GNRS 706, GNRS 707, GNRS 708, GNRS 713, and GNRS 709 or GNRS 710.

GNRS 726, Advanced Scientific Writing, 3 Units

This course provides opportunities for students to learn how to research and introduce a topic in writing, articulate a thesis statement, support and develop a literature review, work with secondary sources, and organize a written paper that can be developed into a dissertation or translational research paper.

GNRS 727, Genome Science in Clinical Cases and Disease Management, 3 Units

This course focusing on medical family history taking, constructing and analyzing the pedigree, genetic counseling, clinical decision making and clinical case management for a wide variety of inherited and acquired diseases through the lens of emerging genome science. Clinical cases are discussed from a holistic perspective including: genome science, epidemiology, genomic profiling, genetic technologies, personalized medicine, interprofessional collaboration, ethical and legal issues, and health policy.

Prerequisite: GNRS 620

GNRS 728, Genome Science Research Methods, 3 Units

This course focuses on genome research methods for understanding and translating genome science to practice and to genome related nursing research. Understanding the research methods fosters a deeper understanding of the strength and the weaknesses of the science and an ability to critique the benefits and the limitations of the science for designing nursing research. The course includes a wide range of research methods that explore genetics or genomics in human populations. A key outcome of this course is to develop a research proposal using genome methods to design nursing research aimed at improving quality of health for individuals, families and populations.

Prerequisites: GNRS 620, GNRS 622, GNRS 727

GNRS 729, Population Health and Epidemiology, 3 Units

The concept of population health includes aggregate, community, environmental/occupational, and cultural/socioeconomic definitions of health. The implementation of clinical prevention and population health activities is central to achieving the national goal of improving health status and reducing health disparities among different aggregate groups. This course covers the basic elements and methodological concepts used in the epidemiologic study of factors related to health promotion and disease prevention in human populations. It brings together considerations from several fields of investigation, such as epigenetics, epidemiology, psychology, and public health, to study the effects on health and health-related outcomes.

Prerequisite: Admission to DNP or Ph.D. program

GNRS 730, Comparative Health Care Systems, 3 Units

This course focuses on exploring/analyzing environmental, social, cultural, political and economic determinants of health across the globe. Comparative analysis of international health care systems including governmental, nongovernmental, traditional, and faith-based organizations are emphasized. Epidemiological analysis of morbidity and mortality, analysis of health and illness responses, and health-seeking behavior across the age span and gender/ethnic variables are discussed with the intent to identify areas of research relevant to students' interest. Presented from a Christian perspective, this course investigates research and practice opportunities and responsibilities for advanced practice nurses in global arenas.

GNRS 733A, Residency IA, 1 Unit

The first of a three-course sequence, this course may be taken concurrently with GNRS 733B and GNRS 733C with approval of the DNP director or designee. Grading is pass/fail.

Prerequisite: Admission to DNP

GNRS 733B, Residency IB, 1 Unit

The second of a three-course sequence, this course may be taken concurrently with GNRS 733A and/or GNRS 733C with approval of the DNP director or designee. Grading: pass/fail

GNRS 733C, Residency IC, 1 Unit

The third of a three-course sequence, this course may be taken concurrently with GNRS 733A and GNRS 733B with approval of the DNP director or designee. Grading: pass/fail

GNRS 734A, Residency IIA, 1 Unit

The first of a three-course sequence, this course may be taken concurrently with GNRS 734B and GNRS 734C with approval of the DNP director or designee. Grading: pass/fail

GNRS 734B, Residency IIB, 1 Unit

The second of a three-course sequence, this course may be taken concurrently with GNRS 734A and/or GNRS 734C with approval of the DNP director or designee. Grading: pass/fail

GNRS 734C, Residency IIC, 1 Unit

The third of a three-course sequence, this course may be taken concurrently with GNRS 734A and GNRS 734B with approval of the DNP director or designee. Grading: pass/fail

GNRS 735, Translational Research Project Seminar, 3 Units

The DNP requires a rigorous clinical research project, focusing on translating scientific research to health care in a timely manner so that patients experience the best applications of science and practice. The translational research project is a scholarly experience that implements the principles of evidence-based practice and translation under the guidance of a faculty mentor. In line with the AACN Essentials of 2007, the outcome of the DNP research project is a tangible and deliverable academic product that is derived from the practice immersion experience and reviewed and evaluated by an academic committee. The project serves as a foundation for future scholarly practice.

GNRS 780, Doctoral Seminar I: Elements of a Proposal and IRB Application, 3 Units

This seminar directs the development of a research proposal leading to the development of either a dissertation or a translational research project. The seminar includes: (1) a brief review of research approaches and methodologies; (2) descriptions of the major components of a proposal; (3) discussion of strategies for completing and presenting a proposal; (4) preparation and critiques of student proposal drafts; and (5) discussion of the elements of an IRB application. Discussion will include ethical conduct of research and protection of human subjects.

GNRS 781, Doctoral Seminar II: Developing a Grant Proposal, 3 Units

The grant writing seminar provides students with the opportunity to develop a grant proposal including guidance on how to seek funding. Discussion will focus on understanding a Request for Funding Proposal (RFP), the goals and objectives identified by the funding agencies, and approaches on how to align your proposal with the funding agency guidelines. Techniques will include development of a purpose statement, work plan, and well planned budget, as well as the differences between a research and a program grant.

Prerequisite: GNRS 780

GNRS 782, Doctoral Seminar III: Writing for Publication, 3 Units

This seminar focuses on all aspects of writing for publication. It will help the student to get started on writing; identify writing styles for various forms of publication including abstracts, journal articles, papers, and books. The student will receive practice in reviewing and critiquing writing and in understanding the editorial process. Legal and ethical aspects of writing for publication will also be covered.

Prerequisites: GNRS 780, GNRS 781

GNRS 783, Doctoral Seminar IV: Developing Professional Presentations, 3 Units

This seminar identifies approaches to developing an effective and successful presentation. It assists students to find their voice and showcase areas of expertise. Discussions will focus on planning as essential to deciding on the content and the order in which the information will be presented. Emphasis will be on developing a logical sequence, one that flows naturally, and is accompanied by audiovisuals that facilitate understanding of the material.

Prerequisites: GNRS 780, GNRS 781, GNRS 782

GNRS 784, Dissertation Seminar V, 2-4 Units

This fifth dissertation seminar provides the student a forum to explore with their peers research findings, theoretical and empirical implications, and potential venues for publication of manuscripts. Format and procedures for progression in the dissertation process are also discussed. Placement of the Course: This seminar is not required if dissertation seminar requirement of 12 units has been met by GNRS 780, GNRS 781, GNRS 782, GNRS 783, and student has defended dissertation. Grading: Pass/Fail.

Prerequisite: GNRS 783

GNRS 795, Special Topics, 1-4 Units

In this course, a subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. Students may repeat the course for credit to a maximum of six units applied toward the doctoral program; each course must address a different topic.

GNRS 798, Continuous Doctoral Study, 0 Units

This course is for doctoral students working on dissertations or translational research projects. Students must re-enroll each semester until the dissertation or translational research project is completed, defended, submitted to the library, and approved.

GNRS 799, Independent Study, 1-4 Units

Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses, and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring doctoral faculty member and approved by the doctoral department

Master of Science in Nursing with Single Specialties

Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS) (p. 474)

MSN: Adult-Gerontology Primary Care Nurse Practitioner (AGNP) (p. 475)

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Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS)

The Master of Science in Nursing with Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS) allows students to concentrate on one of these two clinical areas of content and practice. Nurses with advanced practice preparation may work in acute, primary, or long-term care settings. The student learns the process of developing and sustaining evidence-based practice in illness management, advancing the practice of other nurses and nursing personnel, and developing organizational or systems modifications to support and improve nursing practice. The traditional CNS roles of expert clinical practice, consultation, clinical leadership, research, and education are shaped toward producing desirable patient outcomes as the CNS works in several spheres of influence. Graduates are eligible to apply to the state of California for certification as clinical nurse specialists, and may apply for national certification through examination by the American Nurses Credentialing Center (ANCC).

Pediatric Clinical Nurse Specialist (CNS) Requirements

| Code | Title | Units |
|--|--|---------|
| Academic Core Courses | | 13 |
| GNRS 504 | Bioethics and Health Care Policy | 3 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 508A | Research and Theory in Advanced Practice Nursing | 4 |
| GNRS 613 | Graduate Statistics | 3 |
| Academic and Advanced Practice Core Courses | | 12 |
| GNRS 511 or GNRS 512 | Advanced Pediatric Health Assessment and Health Promotion Advanced Health Assessment and Health Promotion | 4 (3/1) |
| GNRS 513 | Advanced Nursing Practice Role | 2 |
| GNRS 515 | Advanced Pathophysiology | 3 |
| GNRS 594 | Pharmacology in Advanced Practice Nursing | 3 |
| Advanced Practice Specialty Courses | | 20 |
| GNRS 530 | Theory and Practice of the Clinical Nurse Specialist in the Care of the Pediatric Patient | 6 (2/4) |
| GNRS 531 | Clinical Specialization in the Care of the Pediatric Patient | 6 (2/4) |
| GNRS 543 | Transitions Across the Care Continuum | 6 (2/4) |
| GNRS 548 | Health Promotion Across the Lifespan | 2 |
| Specialized Option Courses | | 2 |
| Select from the following: | | |
| GNRS 589 or GNRS 510 | Adolescent Health Care Family Theory in Health Care | 2 |
| Concluding Courses | | 1-3 |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| or | | |
| GNRS 598 & GNRS 514 | Thesis and Research Proposal Writing | 3 |
| Total Units | | 48 - 50 |

Units shown in parentheses are theory units/clinical units.

Adult-Gerontology Clinical Nurse Specialist (CNS) Requirements

| Code | Title | Units |
|------------------------------|----------------------------------|-------|
| Academic Core Courses | | 13 |
| GNRS 504 | Bioethics and Health Care Policy | 3 |

| | | |
|--|--|----------------|
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 508A | Research and Theory in Advanced Practice Nursing | 4 |
| GNRS 613 | Graduate Statistics | 3 |
| Academic and Advanced Practice Core Courses | | 12 |
| GNRS 512 | Advanced Health Assessment and Health Promotion | 4 (3/1) |
| GNRS 513 | Advanced Nursing Practice Role | 2 |
| GNRS 515 | Advanced Pathophysiology | 3 |
| GNRS 594 | Pharmacology in Advanced Practice Nursing | 3 |
| Advanced Practice Specialty Courses | | 22 |
| GNRS 520 | Theory and Practice of the Clinical Nurse Specialist in Nursing Care of Adult-Gerontology Patients | 6 (2/4) |
| GNRS 521 | Clinical Specialization in the Care of Adult-Gerontology Patient | 6 (2/4) |
| GNRS 543 | Transitions Across the Care Continuum | 6 (2/4) |
| GNRS 548 | Health Promotion Across the Lifespan | 2 |
| GNRS 580 | Gerontology | 2 |
| Concluding Courses | | 1-3 |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| - or - | | |
| GNRS 598 | Thesis | 1 |
| - and - | | |
| GNRS 514 | Research Proposal Writing | 2 |
| Total Units | | 48 - 50 |

Units shown in parentheses are theory units/clinical units.

MSN: Adult-Gerontology Primary Care Nurse Practitioner (AGNP)

The Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) program prepares students to provide primary care to the young adult, adult, and older adult age spectrum across the continuum of care from wellness to illness, in settings which include community health centers and clinics, private medical practices, long-term care facilities, and patient homes. Graduates are eligible to apply to the state of California Board of Registered Nursing for certification as a nurse practitioner and may apply for national AGPCNP certification through examination.

| Code | Title | Units |
|---|--|-----------|
| Academic Core Courses | | 10 |
| GNRS 504 | Bioethics and Health Care Policy | 3 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 508A | Research and Theory in Advanced Practice Nursing | 4 |
| Advanced Practice Core Courses | | 12 |
| GNRS 512 | Advanced Health Assessment and Health Promotion | 4 (3/1) |
| GNRS 513 | Advanced Nursing Practice Role | 2 |
| GNRS 515 | Advanced Pathophysiology | 3 |
| GNRS 594 | Pharmacology in Advanced Practice Nursing | 3 |
| Advanced Practice Specialty Courses | | 25 |
| GNRS 580 | Gerontology | 2 |
| GNRS 581 | Primary Health Care of the Older Adult | 5 (2/3) |
| GNRS 589 | Adolescent Health Care | 2 |
| 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 593 | Psychosocial Primary Health Care of the Adult and Aging Family | 4 (2/2) |
| GNRS 592B | Primary Health Care Clinical Practicum | 2 (0/2) |
| Specialization Option Courses - No Requirement | | |
| Concluding Courses: | | 1 |

| | | |
|--------------------|--|-----------|
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| Total Units | | 48 |

Units shown in parentheses are theory units/clinical units.

Family Nurse Practitioner (FNP)

This specialty program prepares students to be nurse practitioners for patients across the human lifespan in a primary healthcare setting. This advanced clinical practice specialty includes direct patient assessment, diagnosis, management, and treatment, client advocacy, and client/family education. Graduates are eligible to apply to the state of California Board of Registered Nursing for certification as a nurse practitioner and may apply for national FNP certification through examination.

| | | |
|--|--|--------------|
| Academic Core Courses | | 10 |
| GNRS 504 | Bioethics and Health Care Policy | 3 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 508A | Research and Theory in Advanced Practice Nursing | 4 |
| Academic and Advanced Practice Core Courses | | 12 |
| GNRS 512 | Advanced Health Assessment and Health Promotion | 4 (3/1) |
| GNRS 513 | Advanced Nursing Practice Role | 2 |
| GNRS 515 | Advanced Pathophysiology | 3 |
| GNRS 594 | Pharmacology in Advanced Practice Nursing | 3 |
| Advanced Practice Specialty Courses | | 18 |
| 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 | | |
| Select from the following: | | |
| GNRS 543 | Transitions Across the Care Continuum | 4 (2/2) |
| - or - | | |
| GNRS 593 | Psychosocial Primary Health Care of the Adult and Aging Family | 4 (2/2) |
| - or - | | |
| GNRS 589 | Adolescent Health Care | 4 (2/2) |
| Concluding Courses | | |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| - or - | | |
| GNRS 598 & GNRS 514 | Thesis and Research Proposal Writing | 3 |
| Total Units | | 45-47 |

Units shown in parentheses are theory units/clinical units.

Pediatric Nurse Practitioner - Primary Care (PNP)

This Master of Science in Nursing (MSN) with a Pediatric Nurse Practitioner-Primary Care (PNP-PC) specialty prepares students to be nurse practitioners with children and families in primary health care settings. This advanced practice specialty includes direct client assessment, diagnosis, management and treatment, client advocacy, and client/family education. Graduates are eligible to apply to the state of California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national PNP-PC certification through examination.

| Code | Title | Units |
|------------------------------|---|-----------|
| Academic Core Courses | | 10 |
| GNRS 504 | Bioethics and Health Care Policy | 3 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |

| | | |
|--|--|--------------|
| GNRS 508A | Research and Theory in Advanced Practice Nursing | 4 |
| Academic and Advanced Practice Core Courses | | 14 |
| GNRS 510 | Family Theory in Health Care | 2 |
| GNRS 511 or GNRS 512 | Advanced Pediatric Health Assessment and Health Promotion Advanced Health Assessment and Health Promotion | 4 (3/1) |
| GNRS 513 | Advanced Nursing Practice Role | 2 |
| GNRS 515 | Advanced Pathophysiology | 3 |
| GNRS 594 | Pharmacology in Advanced Practice Nursing | 3 |
| Advanced Practice Specialty Courses | | 19 |
| GNRS 532 | Advanced Nursing Practice in Pediatrics | 6 (3/3) |
| GNRS 542 | Advanced Concepts and Competencies in Pediatric Primary Health Care | 3 (1/2) |
| GNRS 590A | Primary Health Care of the Young Family | 6 (3/3) |
| GNRS 590B | Clinical Practicum in Pediatrics | 4 (0/4) |
| Specialization Option Course - No requirement | | |
| The following course is optional: | | |
| GNRS 543 | Transitions Across the Care Continuum | 4 (2/2) |
| Concluding Courses | | 1-3 |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| - or - | | |
| GNRS 598 & GNRS 514 | Thesis and Research Proposal Writing | 3 |
| Total required for the MSN with PNP | | 44-46 |

Units shown in parentheses are theory units/clinical units.

Psychiatric Mental Health Nurse Practitioner Specialty (PMHNP)

This specialty master's program prepares students as psychiatric mental health nurse practitioners for clients with psychiatric and mental health problems across the lifespan. Graduates are prepared to work respectfully and collaboratively with clients/consumers who are experiencing severe or chronic mental illnesses to determine biopsychosocial healthcare needs within a complex and changing environment. Theory and clinical coursework focus on assessment; differential diagnosis and disease management; intervention planning; individual, family, and group psychotherapy; health promotion; and disease prevention.

The inherent equality and worthiness of those who are vulnerable and disenfranchised; the role of spirituality; the value of diversity; and the ability to engender hope, empowerment, self-responsibility, and a meaningful role in life are threaded throughout the program. Graduates are eligible to apply to the state of California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national PMHNP certification through examination.

| Code | Title | Units |
|--|---|-----------|
| Academic Core Courses | | 10 |
| GNRS 504 | Bioethics and Health Care Policy | 3 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 508A | Research and Theory in Advanced Practice Nursing | 4 |
| Advanced Practice Core Courses | | 14 |
| GNRS 510 | Family Theory in Health Care | 2 |
| GNRS 512 | Advanced Health Assessment and Health Promotion | 4 (3/1) |
| GNRS 513 | Advanced Nursing Practice Role | 2 |
| GNRS 515 | Advanced Pathophysiology | 3 |
| GNRS 594 | Pharmacology in Advanced Practice Nursing | 3 |
| Advanced Practice Specialty Courses | | 29 |
| GNRS 533 | Psychiatric Theories across the Life Span | 2 |
| GNRS 534 | Integrated Psychiatric and Health Assessment across the Lifespan | 2 |
| GNRS 535 | Psychiatric Interventions and Health Promotion across the Life Span | 6 (3/3) |

| | | |
|--|--|---------|
| GNRS 536 | Psychiatric Mental Health Care with Adults and Older Adults | 6 (3/3) |
| GNRS 537 | Psychiatric Mental Health Care with Children and Adolescents | 6 (3/3) |
| GNRS 538 | Psychiatric Mental Health Care with Selected Populations | 5 (2/3) |
| GNRS 539 | Psychopharmacology | 2 |
| Concluding Courses | | 1-3 |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| - or - | | |
| GNRS 598 & GNRS 514 | Thesis and Research Proposal Writing | 3 |
| Total required for the MSN with PMHNP | | 54-56 |

Units shown in parentheses are theory units/clinical units.

Master of Science in Nursing with Credentials

MSN with School Nurse Services Credential (SNSC) (p. 478)

School Nurse Services Credential (SNSC) and Pediatric Nurse Practitioner - Primary Care (PNP) (p. 479)

School Nurse Services Credential (SNSC) and Family Nurse Practitioner (FNP) (p. 480)

MSN with School Nurse Services Credential (SNSC)

For details of academic core, advanced practice core, and concluding courses, please see the MSN program requirements (p. 458). Students must also take a state of California-approved audiometry course to meet the SNSC requirements.

| Code | Title | Units |
|---|--|---------|
| Academic Core Courses | | 10 |
| GNRS 504 | Bioethics and Health Care Policy | 3 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 508A | Research and Theory in Advanced Practice Nursing | 4 |
| Advanced Practice Core Courses | | 11 |
| GNRS 510 | Family Theory in Health Care | 2 |
| GNRS 511 or GNRS 512 | Advanced Pediatric Health Assessment and Health Promotion Advanced Health Assessment and Health Promotion | 4 (3/1) |
| GNRS 513 | Advanced Nursing Practice Role | 2 |
| GNRS 515 | Advanced Pathophysiology | 3 |
| Advanced Practice Specialty Courses | | 17 |
| EDUC 571 | Curriculum Foundations | 3 |
| GNRS 550A | Theory and Practice in School Nursing | 6 (3/3) |
| GNRS 589 | Adolescent Health Care | 2 (2/0) |
| GNRS 590A | Primary Health Care of the Young Family | 6 (3/3) |
| Specialization Option Courses - No Requirement | | |
| Concluding Courses: Select from the following | | 1-3 |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| - or - | | |
| GNRS 598 & GNRS 514 | Thesis and Research Proposal Writing | 3 |
| Total Units for MSN with SNSC ¹ | | 39-41 |

¹ Student must also take a state of California approved audiometry course to meet the SNSC requirements.

Units shown in parentheses are theory units/clinical units.

School Nurse Services Credential (SNSC) and Pediatric Nurse Practitioner - Primary Care (PNP)

This combined specialty program prepares nurses to be effective practitioners of school health and provide primary care for children in a variety of other settings. Through the program, students develop theoretical and practical expertise in nursing and education applied to basic health services in the public schools (K-12). This enables them to establish, maintain, and coordinate a comprehensive school health program. The advanced practice pediatric nurse practitioner-primary care specialty includes direct client assessment, diagnosis, management and treatment, client advocacy, and client/family education. Graduates are eligible to apply to the state of California for the school nurse services credential. They are also eligible to apply to the state of California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national PNP certification through examination.

Students must also take a state of California approved audiometry course to meet the SNSC requirements.

| Code | Title | Units |
|--|--|--------------|
| Academic Core Courses | | 10 |
| GNRS 504 | Bioethics and Health Care Policy | 3 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 508A | Research and Theory in Advanced Practice Nursing | 4 |
| Advanced Practice Core Courses | | 14 |
| GNRS 510 | Family Theory in Health Care | 2 |
| GNRS 511 or GNRS 512 | Advanced Pediatric Health Assessment and Health Promotion Advanced Health Assessment and Health Promotion | 4 (3/1) |
| GNRS 513 | Advanced Nursing Practice Role | 2 |
| GNRS 515 | Advanced Pathophysiology | 3 |
| GNRS 594 | Pharmacology in Advanced Practice Nursing | 3 |
| Advanced Practice Specialty Courses | | 28 |
| EDUC 571 | Curriculum Foundations | 3 |
| GNRS 532 | Advanced Nursing Practice in Pediatrics | 6 (3/3) |
| GNRS 542 | Advanced Concepts and Competencies in Pediatric Primary Health Care | 3 (1/2) |
| GNRS 550A | Theory and Practice in School Nursing | 6 (3/3) |
| GNRS 590A | Primary Health Care of the Young Family | 6 (3/3) |
| GNRS 590B | Clinical Practicum in Pediatrics | 4 (0/4) |
| Concluding Courses | | 1-3 |
| Select from the following: | | |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| - or - | | |
| GNRS 598 & GNRS 514 | Thesis and Research Proposal Writing | 3 |
| Total Units for SNSC and PNP ¹ | | 53-55 |

¹ Students must also take a state of California approved audiometry course to meet the SNSC requirements.

Units shown in parentheses are theory units/clinical units.

School Nurse Services Credential (SNSC) and Family Nurse Practitioner (FNP)

This combined specialty program prepares nurses to be effective practitioners of school health and provide primary care for people of all ages in a variety of settings. Through the program, students develop theoretical and practical expertise in nursing and education applied to basic health services in the public schools (K-12). This enables them to establish, maintain, and coordinate a comprehensive school health program. The advanced practice family nurse practitioner specialty includes direct client assessment, diagnosis, management and treatment, client advocacy, and client/family education. Graduates are eligible to apply to the state of California for the School Nurse Services credential. They are also eligible to apply to the state of California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national FNP certification through examination.

Students must also take a state of California-approved audiometry course to meet the SNSC requirements.

| Code | Title | Units |
|---|---|---------|
| Academic Core Courses | | 10 |
| GNRS 504 | Bioethics and Health Care Policy | 3 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 508A | Research and Theory in Advanced Practice Nursing | 4 |
| Advanced Practice Core Courses | | 14 |
| GNRS 510 | Family Theory in Health Care | 2 |
| GNRS 512 | Advanced Health Assessment and Health Promotion | 4 (3/1) |
| GNRS 513 | Advanced Nursing Practice Role | 2 |
| GNRS 515 | Advanced Pathophysiology | 3 |
| GNRS 594 | Pharmacology in Advanced Practice Nursing | 3 |
| Advanced Practice Specialty Courses | | 31 |
| EDUC 571 | Curriculum Foundations | 3 |
| GNRS 550A | Theory and Practice in School Nursing | 6 (3/3) |
| GNRS 589 | Adolescent Health Care | 4 (2/2) |
| GNRS 590A | Primary Health Care of the Young Family | 6 (3/3) |
| GNRS 591 | Primary Health Care of the Childbearing Family | 4 (2/2) |
| GNRS 592A | Primary Health Care of the Adult and Aging Family | 6 (3/3) |
| GNRS 592B | Primary Health Care Clinical Practicum | 2 (0/2) |
| Specialization Option Courses - No Requirement | | |
| Concluding Courses | | 1-3 |
| Select from the following | | |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| - or - | | |
| GNRS 598 & GNRS 514 | Thesis and Research Proposal Writing | 3 |
| Total Units for SNSC and FNP ¹ | | 56-58 |

¹ Student must also take a state of California-approved audiometry course to meet the SNSC requirements

Units shown in parentheses are theory units/clinical units.

Master of Science in Nursing in Nursing Education

The Master of Science in Nursing (MSN) in Nursing Education (<https://www.apu.edu/nursing/programs/masters-in-nursing-education>) prepares nurses for teaching roles in a variety of settings, including traditional and non-traditional academic settings, online/distance settings, and clinical and community settings using cutting-edge technology and teaching-learning methods. The program emphasizes competencies needed for students to complete the Certified Nurse Educator (CNE) certification examination. This program is aligned with the American Association of Colleges of Nursing's (AACN) *Essentials of Master's Education in Nursing* and the National League for Nursing's (NLN) *Core Competencies for Nurse Educators*.

| Code | Title | Units |
|------------------------------------|--|-----------|
| Academic Core Courses | | 15 |
| GNRS 504 | Bioethics and Health Care Policy | 3 |
| GNRS 501 | Theoretical Thinking in Nursing | 2 |
| GNRS 508A | Research and Theory in Advanced Practice Nursing | 4 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 613 | Graduate Statistics | 3 |
| Clinical Role Courses | | 6 |
| GNRS 516 | Integrative Disease and Symptom Management | 3 |
| GNRS 518 | Supervised Practicum in Healthcare | 3 (1/2) |
| Nurse Educator Role Courses | | 16 |
| GNRS 660 | Theories of Teaching and Instruction | 3 |
| GNRS 664 | Teaching-Learning Strategies and Educational Technology in Nursing Education | 3 |
| GNRS 662 | Assessment, Curriculum, Development, and Outcomes | 3 |
| GNRS 661 | Leadership and Role Development in Nursing Education | 3 |
| GNRS 663 | Clinical Practicum in Nursing Education | 3 (0/3) |
| Concluding Course | | 1 |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| Total Units | | 37 |

Units shown in parentheses are theory units/clinical units

Master of Science in Nursing in Healthcare Administration and Leadership

The Master of Science in Nursing in Healthcare Administration and Leadership (<http://www.apu.edu/nursing/programs/masters-in-healthcare-administration>) is designed for BSN-prepared registered nurses who are looking to advance their careers and move into early- to mid-level management and leadership roles in myriad healthcare settings. The program provides values-based education to develop nursing leaders who are effective collaborators, motivated by a spirit of commitment to the profession, and have a genuine compassion for others. Students will acquire the knowledge and skills necessary to lead and manage healthcare teams in organizations, functioning in areas such as operations management, project management, and healthcare consulting.

The program includes graduate nursing core courses focused on a critical analysis of nursing and healthcare research and theory, bioethics, healthcare policy, and the integration of spirituality in health care. Interdisciplinary administration and leadership coursework is offered through the School of Nursing and APU's School of Business and Management. Content includes leadership styles and theories, strategic planning, quality improvement and patient safety, change management, effective communication and conflict resolution skills, staffing challenges and constraints, financial management, and healthcare informatics. Students apply their knowledge and develop competencies in healthcare settings during practicum experiences. Upon completion of this program, students will have had the educational content required to sit for the American Nurses Credentialing Center (ANCC) and American Organization of Nurse Executives nurse leadership examinations.

| Code | Title | Units |
|---|---|-----------|
| Academic Core Courses | | 13 |
| GNRS 504 | Bioethics and Health Care Policy | 3 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 508B | Research and Theory in Healthcare ¹ | 4 |
| GNRS 613 | Graduate Statistics ¹ | 3 |
| Healthcare Administration and Leadership | | 23 |
| GNRS 543 | Transitions Across the Care Continuum | 4 (2/2) |
| MGMT 516 | High Performance People Management | 3 |
| MGMT 517 | Managing Human Capital | 3 |
| GNRS 560 | Strategic Leadership in Healthcare | 3 |
| GNRS 567 | Healthcare Administration and Leadership Supervised Practicum | 3 |
| GNRS 568 | Healthcare Finance | 4 |
| GNRS 596 | Foundations of Healthcare Informatics | 3 |

| | | |
|--------------------------|--|-----------|
| Concluding Course | | 1 |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| Total Units | | 37 |

¹ GNRS 613 is a prerequisite for GNRS 508B.

Post-Bachelor's Credentials

School Nurse Services Credential (SNSC) (a nondegree post-bachelor's program) (p. 482)

School Nurse Services Credential (SNSC) (a nondegree post-bachelor's program)

This specialty (nondegree) program includes core academic courses and those required for the school nurse services credential. 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), learning to establish, maintain, and coordinate a comprehensive school health program. This includes planning health programs, assessing the health of children, providing health care and health referral, and contributing to the 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 (<http://www.apu.edu/nursing/graduate/snsc/admission>) are the same as those for the Master of Science in Nursing (p. 458) program. Students must also take a state of California approved audiometry course to meet the SNSC requirements.

| Code | Title | Units |
|--|--|-----------|
| Academic Core Courses | | 3 |
| GNRS 504 | Bioethics and Health Care Policy | 3 |
| Advanced Practice Core Courses | | 6 |
| GNRS 510 | Family Theory in Health Care | 2 |
| GNRS 511 or GNRS 512 | Advanced Pediatric Health Assessment and Health Promotion Advanced Health Assessment and Health Promotion | 4 (3/1) |
| Advanced Practice Specialty Courses | | 17 |
| EDUC 571 | Curriculum Foundations | 3 |
| GNRS 550A | Theory and Practice in School Nursing | 6 (3/3) |
| GNRS 589 | Adolescent Health Care | 2 (2/0) |
| GNRS 590A | Primary Health Care of the Young Family | 6 (3/3) |
| Total Required for the School Nurse Services Credential (SNSC) ¹ | | 26 |

¹ Student must also take a state of California approved audiometry course to meet the SNSC requirements.

Post-Master's Certificate Program

The advanced practice post-master's certificate programs are currently under revision.

The School of Nursing offers the following post-master's certificate programs: Adult-Gerontology Clinical Nurse Specialist (AG-CNS), Pediatric Clinical Nurse Specialist (P-CNS), Adult-Gerontology Primary Care Nurse Practitioner (AGNP), Family Nurse Practitioner (FNP), Pediatric Nurse Practitioner-Primary Care (PNP), Psychiatric Mental Health Nurse Practitioner (PMHNP), Nursing Administration, and Nursing Education.

Admission Requirements

University graduate admission and program-specific requirements (<http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program>) must be met before an application is complete. (See the Admission to the University (p. 19) section of this catalog.)

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

Prerequisite Requirements

1. Master's degree in nursing

2. Completion of a graduate research course
3. Completion of an undergraduate health assessment course

The School of Nursing offers the certificate programs to prepare nurses for advanced practice, education, and administrative 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 and the California State Board of Registered Nursing.

Post-Master's Certificates:

- Adult-Gerontology Clinical Nurse Specialist (CNS) Certificate (p. 483)
- Adult-Gerontology Primary Care Nurse Practitioner Post Master's Certificate (AGNP) (p. 483)
- Family Nurse Practitioner (FNP) Certificate (p. 484)
- Post-Master's Certificate in Healthcare Administration and Leadership (p. 485)
- Pediatric Clinical Nurse Specialist (CNS) Certificate (p. 485)
- Pediatric Nurse Practitioner - Primary Care Post Master's Certificate (PNP) (p. 486)
- Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate (p. 487)

Adult-Gerontology Clinical Nurse Specialist (CNS) Certificate

Students must be admitted to the university before registering for this program. The Adult-Gerontology Clinical Nurse Specialist Certificate program is a nondegree course credit option for nurses with a master's degree in nursing.¹ This program provides theory and clinical experiences to prepare nurses to apply to the state of California Board of Registered Nursing for certification and to apply for national certification as an adult clinical nurse specialist (CNS) by examination.

| Code | Title | Units |
|--|--|-----------|
| Academic and Advanced Practice Core Courses | | |
| GNRS 504 | Bioethics and Health Care Policy | 3 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 512 | Advanced Health Assessment and Health Promotion | 4 (3/1) |
| GNRS 513 | Advanced Nursing Practice Role ² | 2 |
| GNRS 515 | Advanced Pathophysiology | 3 |
| GNRS 594 | Pharmacology in Advanced Practice Nursing | 3 |
| Advanced Practice Specialty Courses | | |
| GNRS 520 | Theory and Practice of the Clinical Nurse Specialist in Nursing Care of Adult-Gerontology Patients | 6 (2/4) |
| GNRS 521 | Clinical Specialization in the Care of Adult-Gerontology Patient | 6 (2/4) |
| GNRS 543 | Transitions Across the Care Continuum | 6 (2/4) |
| GNRS 548 | Health Promotion Across the Lifespan | 2 |
| GNRS 580 | Gerontology | 2 |
| Total Units | | 40 |

¹ Students may be given transfer credits for previous content completed in a master's degree program.

² This requirement is waived for 1992–96 APU master's graduates, as the content was integrated in the clinical courses.

Adult-Gerontology Primary Care Nurse Practitioner Post Master's Certificate (AGNP)

The advanced practice post-master's certificate programs are currently under revision.

Students must be admitted into the university before registering for this program. The Adult-Gerontology Primary Care Nurse Practitioner Certificate program is designed as a nondegree course credit option for nurses with a master's degree in nursing.¹ This program prepares students to provide primary care to the young adult, adult, and older adult age spectrum across the continuum of care from wellness to illness, in settings which include

community health centers and clinics, private medical practices, long-term care facilities, and patient homes. Graduates are eligible to apply to the state of California Board of Registered Nursing for certification as a nurse practitioner, and may apply for the national AGPCNP certification examination.

¹ Students may be given 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-Gerontology Nurse Practitioner (AGNP) program, as appropriate to the student's current specialty. Petitions for challenge or waiver of courses must be initiated upon admission and approved by the MSN chair. Students must show proof of current nurse practitioner, nurse midwife, or clinical nurse specialist certification.

| Code | Title | Units |
|--|--|------------|
| Academic and Advanced Practice Core Courses | | 18 |
| GNRS 504 | Bioethics and Health Care Policy | 3 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 512 | Advanced Health Assessment and Health Promotion | 4 (3/1) |
| GNRS 513 | Advanced Nursing Practice Role ¹ | 2 |
| GNRS 515 | Advanced Pathophysiology | 3 |
| GNRS 594 | Pharmacology in Advanced Practice Nursing | 3 |
| Advanced Practice Specialty Courses | | 25 |
| GNRS 580 | Gerontology | 2 |
| GNRS 581 | Primary Health Care of the Older Adult | 5 (2/3) |
| GNRS 589 | Adolescent Health Care | 2 |
| 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) |
| Specialization Option Courses | No requirement | |
| Total Units | | 43 |

¹ 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.

Family Nurse Practitioner (FNP) Certificate

The advanced practice post-master's certificate programs are currently under revision.

Students must be admitted into the university before registering for this program. The Family Nurse Practitioner Certificate program is designed as a nondegree course credit option for nurses with a master's degree in nursing.¹ This program prepares students with primary health care skills through didactic education and clinical supervision. Nurses are eligible to apply to the state of California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national FNP certification through examination.

¹ 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 by the MSN chair. Students must show proof of current nurse practitioner, nurse midwife, or clinical nurse specialist certification.

| Code | Title | Units |
|--|---|-----------|
| Academic and Advanced Practice Core Courses | | 18 |
| GNRS 504 | Bioethics and Health Care Policy | 3 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 512 | Advanced Health Assessment and Health Promotion | 4 (3/1) |
| GNRS 513 | Advanced Nursing Practice Role ¹ | 2 |
| GNRS 515 | Advanced Pathophysiology | 3 |
| GNRS 594 | Pharmacology in Advanced Practice Nursing | 3 |
| Advanced Practice Specialty Courses | | 18 |
| 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 |
| Select from the following: | | |
| GNRS 543 | Transitions Across the Care Continuum | 4 (2/2) |
| - or - | | |
| GNRS 593 | Psychosocial Primary Health Care of the Adult and Aging Family | 4 (2/2) |
| - or - | | |
| GNRS 589 | Adolescent Health Care | 4 (2/2) |
| Total Units | | 40 |

¹ 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.

Nursing Education Certificate

Students must be admitted to the university before registering for this program. The Nursing Education Certificate program prepares nurses for teaching roles in various clinical and/or academic settings. This program builds on skills and knowledge obtained in a Master of Science in Nursing program.

Required Courses

| | | |
|--------------------|--|-----------|
| 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 Units | | 12 |

Post-Master's Certificate in Healthcare Administration and Leadership

Students must be admitted to the university before registering for this program. The Nursing Healthcare Administration and Leadership Certificate program prepares students for administration of nursing service in a variety of healthcare settings. Coursework focuses on combining nursing, organizational development, and business management resources. This program builds on skills and knowledge obtained in a Master of Science in Nursing program.

| Code | Title | Units |
|-------------------------|---|-----------|
| Required Courses | | |
| GNRS 560 | Strategic Leadership in Healthcare | 3 |
| GNRS 567 | Healthcare Administration and Leadership Supervised Practicum | 3 |
| GNRS 568 | Healthcare Finance | 4 |
| GNRS 596 | Foundations of Healthcare Informatics | 3 |
| MGMT 516 | High Performance People Management | 3 |
| MGMT 517 | Managing Human Capital | 3 |
| Total Units | | 19 |

Pediatric Clinical Nurse Specialist (CNS) Certificate

The advanced practice post-master's certificate programs are currently under revision.

Students must be admitted to the university before registering for this program. The Pediatric Clinical Nurse Specialist Certificate program is a nondegree course credit option for nurses with a master's degree in nursing.¹ This program provides theory and clinical experiences to prepare the nurse to apply to the state of California for certification as a CNS. Graduates may also apply for national certification as a parent-child clinical nurse specialist (CNS) through examination.

| Code | Title | Units |
|---|---|---------|
| Academic and Advanced Practice Core Courses ¹ | | 18 |
| GNRS 504 | Bioethics and Health Care Policy | 3 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 513 | Advanced Nursing Practice Role ² | 2 |
| GNRS 515 | Advanced Pathophysiology | 3 |
| GNRS 512 | Advanced Health Assessment and Health Promotion | 4 |
| GNRS 594 | Pharmacology in Advanced Practice Nursing | 3 |
| Advanced Practice Specialty Courses | | 20 |
| GNRS 530 | Theory and Practice of the Clinical Nurse Specialist in the Care of the Pediatric Patient | 6 (2/4) |
| GNRS 531 | Clinical Specialization in the Care of the Pediatric Patient | 6 (2/4) |
| GNRS 543 | Transitions Across the Care Continuum | 6 (2/4) |
| GNRS 548 | Health Promotion Across the Lifespan | 2 |
| Specialized Option Courses | | 2 |
| Select from the following: | | |
| GNRS 589 | Adolescent Health Care | 2 |
| - or - | | |
| GNRS 510 | Family Theory in Health Care | 2 |
| Total Units | | 40 |

¹ Students may be given transfer credits for previous content completed in a master's degree program.

² 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.

Units shown in parentheses are theory units/clinical units.

Pediatric Nurse Practitioner - Primary Care Post Master's Certificate (PNP)

The advanced practice post-master's certificate programs are currently under revision.

Students must be admitted to the university before registering for this program. The Pediatric Nurse Practitioner-Primary Care Certificate program is designed as a nondegree course credit option for nurses with a master's degree in nursing.¹ This program prepares students with primary health care skills through didactic education and clinical supervision. Nurses are eligible to apply to the state of California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national PNP-PC certification through examination.

¹ 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 by the MSN chair. Students must show proof of current nurse practitioner, nurse midwife, or clinical nurse specialist certification.

| Code | Title | Units |
|--|---|---------|
| Academic and Advanced Practice Core Courses | | 18 |
| GNRS 504 | Bioethics and Health Care Policy | 3 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 511 | Advanced Pediatric Health Assessment and Health Promotion | 4 (3/1) |
| or GNRS 512 | Advanced Health Assessment and Health Promotion | |
| GNRS 513 | Advanced Nursing Practice Role ¹ | 2 |
| GNRS 515 | Advanced Pathophysiology | 3 |

| | | |
|--|---|-----------|
| GNRS 594 | Pharmacology in Advanced Practice Nursing | 3 |
| Advanced Practice Specialty Courses | | 19 |
| GNRS 532 | Advanced Nursing Practice in Pediatrics | 6 (3/3) |
| GNRS 542 | Advanced Concepts and Competencies in Pediatric Primary Health Care | 3 (1/2) |
| GNRS 590A | Primary Health Care of the Young Family | 6 (3/3) |
| GNRS 590B | Clinical Practicum in Pediatrics | 4 (0/4) |
| Specialization Option Course - No requirement | | |
| The following course is optional: | | |
| GNRS 543 | Transitions Across the Care Continuum | 4 (2/2) |
| Total Units | | 37 |

¹ This requirement is waived for APU master's graduates between the years of 1992-93 to 1995-96, as the content was integrated in the clinical courses.

Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate

The advanced practice post-master's certificate programs are currently under revision.

Students must be admitted into the university before registering for this program. The Psychiatric Mental Health Nurse Practitioner Certificate program is a nondegree course credit option for nurses with a master's degree in nursing.¹ This program prepares students as psychiatric mental health nurse practitioners for clients with psychiatric and mental health problems across the lifespan. Nurses are eligible to apply to the state of California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national PMHNP certification through examination.

¹ 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 by the MSN chair. Students must show proof of current nurse practitioner, nurse midwife, or clinical nurse specialist certification.

| Code | Title | Units |
|--|---|-----------|
| Academic and Advanced Practice Core Courses | | 20 |
| GNRS 504 | Bioethics and Health Care Policy | 3 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 510 | Family Theory in Health Care | 2 |
| GNRS 512 | Advanced Health Assessment and Health Promotion | 4 (3/1) |
| GNRS 513 | Advanced Nursing Practice Role | 2 |
| GNRS 515 | Advanced Pathophysiology | 3 |
| GNRS 594 | Pharmacology in Advanced Practice Nursing | 3 |
| Advanced Practice Specialty Courses | | 29 |
| GNRS 533 | Psychiatric Theories across the Life Span | 2 |
| GNRS 534 | Integrated Psychiatric and Health Assessment across the Lifespan | 2 |
| GNRS 535 | Psychiatric Interventions and Health Promotion across the Life Span | 6 (3/3) |
| GNRS 536 | Psychiatric Mental Health Care with Adults and Older Adults | 6 (3/3) |
| GNRS 537 | Psychiatric Mental Health Care with Children and Adolescents | 6 (3/3) |
| GNRS 538 | Psychiatric Mental Health Care with Selected Populations | 5 (2/3) |
| GNRS 539 | Psychopharmacology | 2 |
| Total Units | | 49 |

Professional Programs in Nursing

The School of Nursing offers several professional programs at the baccalaureate level designed for students who bring previous experience and learning and want to advance their nursing career and complete their degree. The following program options lead to a Bachelor of Science in Nursing:

Professional Programs

- Bachelor of Science in Nursing (2+2 Upper-Division Transfer Program) (BSN) (p. 495)
- Licensed Vocational Nurse (LVN) to Bachelor of Science in Nursing (BSN) (p. 497)
- Accelerated Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) (also online) (p. 499)

RNRS 221, Health Assessment, 3 Units

This course provides the nursing student with skills in physical and psychosocial assessment of adult clients. History-taking and physical examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built.

RNRS 272, Professional Concepts in Nursing, 4 Units

This course is designed to provide an introduction to theories, concepts and roles that help define the profession of nursing. Utilization of the nursing process to provide safe care is analyzed. Concepts of informatics, group dynamics, conflict/management, and techniques to analyze and solve problems are examined. Evidence based nursing practice is introduced through instruction in Library/data base searches.

RNRS 298, Communication and Teamwork in Patient and Family Centered Care, 3 Units

This elective course is designed to simulate and enhance clinical experiences for the inexperienced graduate licensed RN entering the RN to BSN Accelerated Degree Program. Thirty-six hours of clinical experience will be completed in a healthcare setting with a preceptor. Concepts related to communication and teamwork are emphasized. Prerequisites include: Admission requirements for admission into the RN-BSN program apply.

RNRS 299, Transition to Professional Practice, 3 Units

This is a bridge course designed to be taken by inexperienced licensed RN's who are admitted to the RN to BSN program. Completion of the course provides the new RN experience with effective decision making skills related to clinical judgment and performance in the clinical setting as well as ways to incorporate evidence based interventions in the practice setting. This course includes a clinical/simulation component with participation in an online post conference discussion board. Prerequisite: RNRS 298

RNRS 307, Theoretical Frameworks in Nursing, 3 Units

The focus of this course is exploration and integration of theoretical models in stress, development and health care adaptation as applied to nursing practice. Through writing and experiential activities the students will express a knowledge of family assessment and analysis of the family unit utilizing a variety of theoretical models.

RNRS 321, Health Assessment, 5 Units

This course develops the nursing student's history taking and assessment skills across the life span. Analysis of health data, identification of risks, including genetic and genomics in specific groups, are emphasized. Culturally sensitive interventions and evidence-based practice will be discussed to reduce risk and promote health.

RNRS 327, Nursing Research and Statistics, 4 Units

This course introduces the steps in the research process. Emphasis is placed on the principles and methods of the research process, including how it creates evidence-based nursing practice. Current issues impacting nursing research are analyzed. Ethical considerations and rights of human subjects are explored. Basic statistical concepts and methods of collecting, summarizing, presenting, and interpreting data for professional nurses are addressed. Student groups evaluate selected nursing studies and complete a group evidence-based project.

RNRS 358, Writing 3: Evidence-Based Practice in Nursing and Healthcare, 3 Units

The focus of this course is to integrate evidence-based clinical practice into the current healthcare systems. The student will review and evaluate the clinical and research literature for application to practice. The process of an integrative literature review and the development of writing skills specific to the discipline of nursing will be conducted. Select research designs frequently used in practice settings will be explored. Quality improvement strategies, methods and issues will be discussed and applied to practice. Meets the General Studies Writing Three requirement. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

RNRS 368, Pathophysiology, 5 Units

This course presents an introduction to alterations in health status across the lifespan and their applications to nursing practice. Major pathophysiologic concepts are explored using a body systems approach. Theories relating to etiology, pathogenesis, and clinical manifestations are used to study selected disease processes. Mechanisms causing alterations in cellular function and environment, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, genetics processes, and neuroendocrine control of the body are included. Concepts from anatomy and physiology courses are considered prerequisite and provide the foundation for exploring human dysfunction.

RNRS 369, Pathophysiology, 4 Units

This course presents an introduction to human pathophysiology with common pathophysiological disorders. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Genetics and genomic science will be emphasized.

RNRS 412, Spiritual Formation and the Profession of Nursing, 3 Units

This course guides students as they examine and articulated the Christian worldview, which can be applied personally and to the broader issues of society. This knowledge allows the students to develop and implement an integrated approach to nursing and the common good, and formulate responses to the worldview aspect of current professional and social issues.

RNRS 448, Leadership in Health Care Settings, 6 Units

This course presents concepts of organizational and systems leadership and management. Today's health care systems related to patient safety are addressed. The content examines inter-professional teamwork and collaboration, shared decision making, and major nursing roles. The quality improvement process is investigated as to its ability to continuously improve the quality & safety of the health care system. The relationship between the health care system's effectiveness and individual performance in securing patient safety and quality outcomes are identified. Integration of EBP with clinical practice and the role of Informatics to communicate, manage knowledge, mitigate error, and support decision making are developed. Health care policy, finance, and regulatory agency/environments are examined. Ninety hours of practicum are required to establish competency in this course.

Prerequisite: Enrollment in the RN to BSN Program

RNRS 449, Theory and Practice in Community Health Settings, 6 Units

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings. Collaborating with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care is included. A multiple theoretical focus that includes concepts from systems, stress, adaptation, development, and role theory is emphasized.

RNRS 495, Special Topics in Nursing, 1-4 Units

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. This course may be repeated for credit as the topic varies.

RNRS 497, Ethics and Issues in Health Care, 4 Units

This course focuses on the integration of Christian faith, ethical issues, and professional concerns, which confront nurses in their work life. It also includes consideration of issues and trends in health care and nursing. Integration of such concerns as providers of health care, education of the health care professional, and consumerism with ethical concerns are investigated. This course also contains a comprehensive paper written on a bioethical issue, which meets the senior writing requirement. Each week there is a discussion period around ethical concerns, which correlates to the material presented in class.

UNRS 105, Foundations in Professional Nursing/Aging, 6 Units

Lecture 3 units; Clinical practicum 3 units (135 hours/semester) This course focuses on the nursing process and introductory concepts crucial to professional nursing care, including interviewing, wellness, health promotion, and illness prevention. The clinical practicum includes application of concepts and acquisition of nursing knowledge and skills needed to provide healthcare to the healthy aging and hospitalized adult and aging client utilizing the nursing process to plan care based on human needs, problems of immobility, and pain.

Special Fee Applies

Prerequisite: Acceptance into the Nursing Program. co-requisite: UNRS 105P (Practicum)

UNRS 105P, Foundations in Professional Nursing - Practicum, 0 Units

UNRS 105 Clinical Practicum

UNRS 113, Pharmacology, 2 Units

Lecture, 2 units 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.

UNRS 120, Fundamentals of Human Nutrition, 3 Units

Lecture: 3 units Principles of human nutrition are the focus of this course, including nutrient functions, metabolism, and changing needs across the lifespan. Nutrient deficiency and toxicity signs and symptoms are covered. Implications of a poor diet on the development of chronic disease are explored. Various nutrient analysis methods are used.

UNRS 212, Nursing Care of Adults/Aging, 6 Units

Lecture 3 units; Clinical practicum 3 units (135 hours/semester) This course involves application of biological, psychosocial, and spiritual concepts to adult and aging clients experiencing the stress of an acute or chronic alteration in physical health within the medical surgical setting. The nursing process is utilized to provide care to one or two clients within the health care delivery system of an acute hospital, skilled nursing facility, or transitional care unit, and extending to the community.

Special Fee Applies

Prerequisite: PR Acceptance into the Nursing Program. Co-requisite: UNRS 212P

UNRS 212P, Nursing Care Of Adults/Aging Practicum, 0 Units

UNRS 212 Clinical Practicum

Prerequisite: co-requisite: UNRS 212

UNRS 220, Health Assessment, 3 Units

Lecture, 2 units; Laboratory, 1 unit (45 hours): This course provides the nursing student with skills in physical, spiritual, and psychosocial assessment of adult clients. History-taking and physical-examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included. RNs take this course in the summer.

Special Fee Applies

Prerequisite: Must be accepted into the Nursing Program.

UNRS 240, Medical Spanish, 2 Units

This medical Spanish class is designed especially for nursing. Practical Spanish communication in real-life medical situations for beginners is emphasized. Pronunciation, intonation, and structure of Spanish within a framework designed to develop basic listening, speaking, reading and writing skills will be taught. Special cultural presentations supplement language study.

UNRS 260, Nutrition, 2 Units

Lecture 2 units; Foundations of nutrition in the prevention of chronic disease are explored. Pathophysiology of various disease states and appropriate medical nutrition therapy are understood. Nursing's role in nutrition assessment is appreciated with respect to patient weight change, intake adequacy, gastrointestinal symptoms affecting nutrient absorption, and activities of daily living. Students perform dietary recalls, nutrient analyses, and anthropometric assessments. Evidence-based nutrition care for gastrointestinal diseases, cardiovascular diseases, diabetes, metabolic syndrome, energy balance and weight control, bone disease, and renal disease are addressed. Coverage of alternate feeding methods and issues surrounding drug-nutrient interactions are included. To expand their knowledge in these areas, students complete case studies. Opportunities to present prevention of disease through nutrition education in the community are offered.

Prerequisite: CHEM 123 or instructor's approval if a non-nursing major

UNRS 270, Professional Concepts in Nursing, 3 Units

Theory, 3 hours/Week: This "bridge" course is designed for transfer students who are not required to take UNRS 105 (LVNs and RNs and students with nursing transfer credits who are entering the baccalaureate nursing program). It provides an introduction to the theories and concepts of professional nursing. The nursing process is presented and utilized as the basis for planning care as applied to patients. The content also includes discussion of current issues and trends in nursing and compilation of a professional portfolio.

Prerequisite: Acceptance into the nursing program

UNRS 280, Life Cycle Nutrition, 3 Units

Lecture 3 units: This course examines nutrient needs of individuals throughout various life stages: preconception, pregnancy, lactation, infancy, preschool years, middle childhood, pre-adolescence, adolescence, adulthood and late adulthood. Students understand the changing nutrient requirements through the lifecycle and apply this knowledge through special topic presentations and in the development of teaching tools that can be used for public education audiences. This is a service-learning course.

Prerequisite: BIOL 101, CHEM 123, UNRS 120, PSYC 290

UNRS 281, Introduction to Global Healthcare, 1 Unit

A seminar or online format is utilized to introduce students to major aspects of the global healthcare experience such as the development of an understanding of the expectations and responsibilities related to international travel, an appreciation of other cultures, and the integration into another culture, the in-country experience, and the re-entry into the home country upon return.

Prerequisite: UNRS 282 (may be taken concurrently)

UNRS 282, Transcultural Health Care: Country Specific, 3 Units

Lecture 1 unit; Clinical practicum 2 units (90 hours/semester): Through seminar, journal writing and a variety of clinical experiences, students are introduced to the theoretical basis of transcultural nursing practices and provided with an opportunity to formulate personal perspectives and individual cultural values that promote high quality professional nursing worldwide.

Special Fee Applies

Prerequisite: UNRS 105, UNRS 113, UNRS 220; UNRS 281 (May be taken concurrently)

UNRS 282P, Transcultural Health Care: Country Specific- Practicum, 0 Units

UNRS 282 Clinical Practicum

UNRS 299, Statistics and Data Management for Nursing and Health Care, 3 Units

This course covers basic statistical concepts and methods of collecting, summarizing, presenting, and interpreting data for professional nurses and students pursuing healthcare professions. Among the topics covered are graphing, measures of central tendency and variability, the normal curve, hypothesis testing, correlation and regression, and topics in probability that can be applied in real-world situations. *Meets the General Education Requirement: Quantitative Literacy (Math), Quantitative Literacy (Math), Quantitative Literacy (Math), Quantitative Literacy (Math).*

Prerequisite: MATH 95 or an appropriate score on the APU mathematics proficiency exam, or SAT Math score of 540 or ACT Math score of 23. Admission to the School of Nursing.

UNRS 300, Complementary and Alternative Therapies: Herbs, Supplements, and Nutrition, 3 Units

This course provides an introduction to therapies currently used as complements to Western medicine. Emphasis is on naturopathic medicine and biologically based therapies such as foods, special diets, herbal remedies, and dietary supplements. The course reviews potential risks and interactions between conventional and complementary and alternative therapies. The course examines agencies devoted to informing and protecting consumers and health care practitioners.

Prerequisite: BIOL 101 or BIOL 151, and CHEM 123. Instructor permission required if non-nursing major.

UNRS 306, Writing 2: Theoretical Frameworks in Nursing, 3 Units

Theory, 3 hours: Students in this course will gain understanding and the ability to utilize a variety of genres of scientific writing while exploring, integrating and applying theoretical models of stress, development and health care adaptation to nursing practice. Students will examine writing samples from various methodological perspectives and practice a variety of writing styles and forms of argument considered to be persuasive in the sciences. They will also develop a basic proficiency in the use of APA style writing. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion, Writing 2: Genre, Evidence, and Persuasion, Writing 2: Genre, Evidence, and Persuasion, Writing 2: Genre, Evidence, and Persuasion.*

Prerequisite: C or better in PRWR 110; Acceptance into the nursing program.

UNRS 310, Mental Health Nursing, 4 Units

Lecture 2 units, Clinical practicum 2 units (90 hours); This theoretical and clinical course focuses on the dynamics of psychosocial stress within the interpersonal and intrapersonal systems of patients with acute and chronic psychiatric disorders. Short-term evaluation and treatment experiences are offered utilizing milieu, individual, group, and family therapy.

Special Fee Applies

Prerequisite: PR Co-requisite: UNRS 310P; Must be accepted into the Nursing Program.

UNRS 310P, Mental Health Nursing Practicum, 0 Units

UNRS 310 Clinical Practicum

UNRS 312, Nursing Management of Adults, 3 Units

Lecture, 1 unit; Clinical practicum, 2 units (90 hours/semester); This course continues the application of biological, psychosocial, and spiritual concepts to adult and aging clients experiencing the stress of an acute or chronic alteration in physical health within the medical surgical setting. Emphasis is on the application of concepts of pathophysiology and pharmacology to the nursing management of acute and chronically ill patients in the medical-surgical setting.

Special Fee AppliesPR

Corequisites: UNRS 312P, UNRS 313 and UNRS 313P; Must be accepted into the Nursing Program.

UNRS 312P, Nursing Management of Adults Practicum, 0 Units

UNRS 312 Clinical Practicum

UNRS 313, Restorative Nursing, 4 Units

Lecture 2 units; Clinical practicum 2 units (90 hours/semester); This course focuses on the care of an adult or geriatric client with a chronic health problem. The mental health and spiritual concepts are emphasized. Students are assigned to a rehabilitation or restorative setting.

Special Fee Applies

Corequisites: UNRS 312, UNRS 312P and UNRS 313P; Must be accepted into the Nursing Program.

UNRS 313P, Restorative Nursing Practicum, 0 Units

UNRS 313 Clinical Practicum

Prerequisite: Co-Requisite; UNRS 313

UNRS 320, Cultural Aspects of Food and Nutrition, 3 Units

This course examines the foodways of people around the world. Health benefits and practices of various cultures will be explored along with how industrialization of food influences nutrition content and pricing of foods. Effects of famine on life expectancy and how one's environment or living situation limits access to food are explored. A food lab is included in the course to allow students an opportunity to prepare, taste, and realize a country's particular etiquette practices when dining. Course requires field trips. This is a service-learning course.

Prerequisites: UNRS 120, SOC 358, GLBL 301, GLBL 310 or COMM 310

UNRS 367, Pathophysiology, 3 Units

Lecture, 3 hours: 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 pathophysiological disorders are emphasized.

Prerequisite: Acceptance into the nursing program

UNRS 380, Transcultural Health Care Outreach, 2 Units

This course provides an opportunity for nursing and nonnursing students to explore and understand theoretically based transcultural health care practices. The content serves to stimulate discussion and identify personal perspectives and individual cultural values as well as methods and frameworks appropriate to the development of knowledge related to the health care of individuals, families, and communities.

Prerequisite: Acceptance into the nursing program

UNRS 381, Transcultural Health Care Outreach - Practicum, 1 Unit

This course provides an opportunity for nursing and nonnursing students to participate in service and learning in another culture as part of a health care team. It is intended to promote the delivery of health care and health education to underserved populations.

Prerequisite: Acceptance into the nursing program

UNRS 382, Community Health Nursing, 3 Units

Lecture, 1 unit (1 hour/week); Clinical Practicum, 2 units (90 hours/semester): This course focuses on the study of principles and practices involved in community health nursing. 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. Collaboration with community-based organizations and services that provide health promotion, disease prevention, maintenance during chronic illness and client education services to individuals, families and aggregates are essential components of this course. A review of legal mandates and regulations specific to community-based care, analysis of the healthcare needs within a community, and issues such as liberty, equality, terrorism, crisis, and disasters will be included. *Meets the General Education Requirement: Civic Knowledge and Engagement, Civic Knowledge and Engagement, Civic Knowledge and Engagement.*

Special Fee Applies

Prerequisite: Prerequisite: Acceptance into the Nursing Program. Co-requisite: UNRS 382P

UNRS 382P, Community Health Nursing Practicum, 0 Units

UNRS 382 Clinical Practicum

UNRS 383, International Health Nursing, 3-5 Units

Lecture 1 Unit - Clinical Practicum 2-4 units: This course focuses on clinical observation and participation in international health care settings. The purpose is to broaden the student's worldview through a cross-cultural educational experience and to provide a global perspective of health care issues. In addition, it will provide opportunities to develop intercultural competence, equip students to engage with others from diverse cultures with compassion and respect, and foster a commitment to global service, scholarship, and boundary crossing community. *Meets the General Education Requirement: Intercultural Competence.*

Special Fee Applies

Prerequisite: Acceptance into the Nursing Program. Co-requisite: UNRS 383P (Practicum)

UNRS 383P, International Health Nursing Practicum, 0 Units

Lecture 1 Unit - Clinical Practicum 2-4 units: This course focuses on clinical observation and participation in international health care settings. The purpose is to broaden the student's worldview through a cross-cultural educational experience and to provide a global perspective of healthcare issues. In addition, it will provide opportunities to develop intercultural competence and foster a commitment to global service, scholarship, and boundary-crossing community.

Prerequisite: Acceptance into the nursing program

UNRS 384, Urban/Rural Health Nursing, 3-5 Units

Lecture 1 Unit - Clinical Practicum 2-4 units: This course focuses on observation and participation in urban/rural health care settings. The purpose is to broaden the student's worldview through a cross-cultural educational experience and gain a more global perspective of health care issues. In addition, it will provide opportunities to develop intercultural competence, equip students to engage with others from diverse cultures with compassion and respect, and foster a commitment to service, scholarship, and boundary-crossing community in vulnerable urban/rural populations. *Meets the General Education Requirement: Intercultural Competence, Intercultural Competence, Intercultural Competence, Intercultural Competence.*

Special Fee Applies

Prerequisite: PR Acceptance into the Nursing Program. Co-requisite: UNRS 384P (Practicum)

UNRS 384P, Urban Health Nursing Practicum, 0 Units

Lecture 1 Unit - Clinical Practicum 2-4 units: This course focuses on clinical observation and participation in urban health care settings. The purpose is to broaden the student's worldview through a cross-cultural educational experience and to provide a global perspective of healthcare issues. In addition, it will provide opportunities to develop intercultural competence and will foster a commitment to service, scholarship, and boundary-crossing community in vulnerable urban populations.

UNRS 400, Advanced Practice: Professional Studies and Communication Skills, 3 Units

This course is designed as a preparatory course for students undertaking, or planning to seek, graduate education in the pursuit of an advanced practice role. The course presents an overview of issues and trends in United States health care delivery systems and models as they relate to the evolution of advanced practice nursing and explores the potential for employment. Further, the course provides an exploration of the expectations of students in nursing graduate study with special emphases on oral and written professional communication skills.

Prerequisite: Acceptance into the nursing program

UNRS 402, Nursing Care in Maternal, Newborn, and Women's Health, 4 Units

Lecture, 2 units; Clinical practicum, 2 units (90 hours/semester): 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. Birth preparation, prenatal care, intrapartal, normal neonatal, and postpartum care with concurrent clinical experiences are introduced.

Special Fee AppliesPR

Corequisite: UNRS 402P; Must be accepted into the Nursing Program.

UNRS 402P, Nursing Care in Maternal, Newborn, and Women's Health Practicum, 0 Units

Prerequisite: Co-Requisite: UNRS 210

UNRS 403, Leadership and Management in Professional Practice, 2 Units

Theory, 2 hours. This course emphasizes leadership and management theory in a number of applications and health care settings. It assists the upcoming graduate in adjusting to various organizations encountered by professional nurses serving in a variety of roles. Core concepts relevant to the health care settings are presented with an emphasis on critical thinking, character development and leadership competencies, quality outcomes, and safety goal achievement for optimal patient care.

Prerequisite: PR Prerequisite: Acceptance into the Nursing Program. Co-requisites: UNRS 404

UNRS 403H, Leadership and Management in Professional Practice - Honors, 2 Units

Theory, 2 hours. This course emphasizes leadership and management theory in a number of applications and health care settings. It assists the upcoming graduate in adjusting to various organizations encountered by professional nurses serving in a variety of roles. Core concepts relevant to the health care settings are presented with an emphasis on critical thinking, character development and leadership competencies, quality outcomes, and safety goal achievement for optimal patient care.

UNRS 404, Nursing Care of Children and Young Adults, 4 Units

Lecture, 2 units; Clinical practicum, 2 units (90 hours/semester): 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 of 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.

Special Fee Applies

Corequisites: UNRS 404P and UNRS 403 or UNRS 403H; Must be accepted into the Nursing Program.

UNRS 404P, Nursing Care of Children and Young Adults Practicum, 0 Units

UNRS 411, Advanced Nursing Care of Adults and Aging, 5 Units

Lecture, 2 units; Clinical practicum, 3 units (135 hours/semester); 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 area of focus is caring for critically ill clients and their families with complex health needs in a critical-care setting. Legal and ethical issues related to acute care are included.

Special Fee Applies

Corequisite: UNRS 411P

UNRS 411P, Advanced Nursing Care of Adults & Aging - Practicum, 0 Units

Prerequisite: Co-requisite: UNRS 411

UNRS 412, Clinical Residency Nursing, 2 Units

Clinical Practicum, 90 Hours/semester: 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 examination. *Meets the General Education Requirement: Integrative and Applied Learning, Integrative and Applied Learning, Integrative and Applied Learning, Integrative and Applied Learning.* PR

Corequisite: UNRS 411 and UNRS 411P

UNRS 425, Nursing Research, 3 Units

Lecture, 3 units: This course introduces the steps in the research process. Emphasis is placed on the principles and methods of the research process, including how this process contributes to the development of nursing knowledge and the improvement of nursing practice. This historical evolution of nursing research is examined and current issues impacting nursing research are analyzed. Ethical considerations and rights of human subjects are explored. Students have the opportunity to evaluate selected nursing studies throughout the semester in small groups with faculty input and guidance.

Prerequisite: UNRS 299; Must be accepted into the Nursing Program.

UNRS 425H, Nursing Research - Honors, 3 Units

Lecture, 3 hours: This course introduces the steps in the research process. Emphasis is placed on the principles and methods of the research process, including how this process contributes to the development of nursing knowledge and the improvement of nursing practice. This historical evolution of nursing research is examined and current issues impacting nursing research are analyzed. Ethical considerations and rights of human subjects are explored. Students have the opportunity to evaluate selected nursing studies throughout the semester in small groups with faculty input and guidance.

Prerequisites: Acceptance to the nursing program. Must also be a student admitted to the Honors Program and be considered a member in "active" status.

UNRS 436, Fundamentals of Case Management, 3 Units

Theory, 2 units; Practicum, 1 unit: This is an introductory course for senior-level students covering the principles of case management, roles and responsibilities of the case manager, case management tools, plans and methods, issues (including legal ones), and how case management improves patient and hospital outcomes. It is designed to give an overview of what case management is and how a nurse can utilize these tools and skills to advance clinical practices. It is an elective course.

Special Fee Applies

Prerequisite: Acceptance into the Nursing Program. co-requisite: UNRS 436P (Practicum)

UNRS 436P, Fund of Case Mgmt Practicum, 0 Units

Prerequisite: Acceptance into the nursing program

UNRS 444, Clinical Specialization Elective, 1-2 Units

This elective clinical is a clinical specialty experiential course designed as a collaborative partnership with selected community health care organizations. This is an intensive preceptored clinical experience planned to ease the role transition from student nurse to a beginning professional nurse in a specialized setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination.

Prerequisite: One of the following: UNRS 402 (for OB), UNRS 404 (for Peds), UNRS 310 (for Mental Health Nursing), UNRS 382 (for Community Health). If taken for two units instructor consent is required. Co-Requisite UNRS 411.

UNRS 445, Application of Pharmacological Principles in an Acute-Care Setting, 2 Units

This is an elective course in pharmacology intended to enhance the student's ability to apply knowledge acquired in the basic pharmacology course by utilizing critical thinking skills at a more advanced level. Emphasis is placed on the application and utilization of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of major drug categories utilized to manage common patient disorders across the lifespan in clinical nursing practice.

Prerequisite: Acceptance into the nursing program

UNRS 447P, Senior Seminar: Nursing Leadership in Acute Care Settings - Practicum, 0 Units

Prerequisites: UNRS 220, UNRS 270, UNRS 367, UNRS 425, Senior Standing in the Nursing major, completion of all HESI Nursing Challenge exams, and one year clinical practice as an RN.

UNRS 495, Special Topics in Nursing, 1-4 Units

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. May be repeated for credit as the topic varies.

Prerequisite: Acceptance into the nursing program

UNRS 496, Writing 3: Ethics and Issues in Health Care, 4 Units

The focus of this course is on the integration of Christian faith, ethical concerns, issues and trends in healthcare that confront nurses in their work life. Students will develop their abilities as independent thinkers to construct their own knowledge, and communicate what they are learning through reading, dialogue, debate, peer critique, presentations, and the development and refining of writing products. The capstone project for this course will be a comprehensive research paper and formal presentation by each participant demonstrating their scholarship and readiness to contribute to the nursing profession. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines, Writing 3: Writing in the Disciplines, Writing 3: Writing in the Disciplines, Writing 3: Writing in the Disciplines.*

Special Fee Applies

Prerequisite: PR UNRS 306 and Senior standing in the School of Nursing.

UNRS 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

UNRS 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisite: Junior or Senior Standing

UNRS 499, Thesis/Project, 1-4 Units

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing.

Bachelor of Science in Nursing (2+2 Upper Division Transfer Program)

Admission Requirements

Applicants must meet the following admission requirements:

1. Submit an application to Graduate and Professional Admissions (<http://www.apu.edu/graduateprofessionalcenter/admissions>) indicating interest in becoming a nursing major and pursuing the BSN degree. Include in the application the following information:
 - a. Official college transcripts for all colleges attended.
 - b. Two letters of recommendation
 - c. A one-page statement of professional goals in nursing
 - d. A résumé reflecting volunteer and paid work experience within the past three years. Please include leadership positions held within volunteer organizations, community service experience, and/or employment where applicable.
2. Submit evidence of a minimum of 48 college or university semester units of transferable nursing prerequisite course requirements prior to the semester in which the student is requesting admission. See list below.
3. Submit proof of achieving a minimum cumulative college or university grade-point average of *B* (3.0) or better.
4. Successfully complete Human Anatomy with lab (4 units), Chemistry with lab (4 units), Human Physiology (4 units), and General Microbiology with lab (4 units) with no lower than a *B-* (2.7) grade-point average.
5. Provide a writing sample that demonstrates written communication skills.
6. Candidates are considered for admission into the program once they have completed the prerequisite coursework and progress through the curriculum in a predetermined sequence with an assigned group of students (cohort model). All nursing coursework assigned to a specific semester is prerequisite for progression to the next semester.
7. Eligible candidates may be interviewed by the program director and reviewed by the admissions committee.
8. Candidates accepted into the program will be notified by the admissions representative and assigned to the appropriate semester.
9. An acceptance letter will be mailed to the candidate from the School of Nursing.

Requirements and Sequences for the BSN 2+2 Upper Division Transfer Program

All undergraduate nursing programs are designed with a specific course sequence that is determined by the School of Nursing. When each student is accepted into a program, a progression schedule is reviewed by the student and the advisor. Courses must be taken in the assigned sequence. Admission is based on a cohort model.

Students in the BSN 2+2 and LVN programs complete the required 48 units of prerequisite coursework and then begin nursing coursework in the fall, spring, or summer semester and continue in sequence for three consecutive semesters per year.

The BSN 2+2 Program is based on a cohort model.

Students in the BSN 2+2 Program complete the required 48 units of prerequisite coursework and then begin nursing coursework in the fall, spring, or summer semester and continue in sequence for three consecutive semesters per year.

| Code | Title | Units |
|---|---|-------|
| Prerequisite Nursing Requirements for the BSN Transfer Program | | |
| BIOL 220 | General Microbiology | 4 |
| BIOL 250 | Human Anatomy | 4 |
| BIOL 251 | Human Physiology | 4 |
| CHEM 123 | General, Organic, and Biological Chemistry for the Health Sciences ¹ | 4 |
| Prerequisite General Education Requirements | | |
| Skills and University Requirements | | |
| WRIT 110 | Writing 1: The Art and Craft of Writing ² | 3 |

| | | |
|--|---|----|
| COMM 111 | Public Communication ³ | 3 |
| Humanities: Fine Arts Requirement | | 3 |
| Philosophy Requirement | | 3 |
| Humanities: History Requirement | | 3 |
| Humanities: Literature Requirement | | 3 |
| PSYC 110 | General Psychology ⁴ | 3 |
| PSYC 290 | Human Growth and Development ⁴ | 3 |
| Electives | | 8 |
| Biblical, Theological and Philosophical Formation General Education Requirements varies based on number of units transferred | | |
| Total Units | | 48 |

The coursework for students in the BSN Option is as follows:

| Code | Title | Units |
|--|--|-------|
| Nursing Requirements for the BSN (2+2) Option | | |
| UNRS 105 & 105P | Foundations in Professional Nursing/Aging and Foundations in Professional Nursing - Practicum | 6 |
| UNRS 113 | Pharmacology | 2 |
| UNRS 212 & 212P | Nursing Care of Adults/Aging and Nursing Care Of Adults/Aging Practicum | 6 |
| UNRS 220 & 220L | Health Assessment and Health Assessment - Lab | 3 |
| UNRS 260 | Nutrition | 2 |
| UNRS 299 | Statistics and Data Management for Nursing and Health Care ¹⁰ | 3 |
| UNRS 306 | Writing 2: Theoretical Frameworks in Nursing ⁵ | 3 |
| UNRS 310 & 310P | Mental Health Nursing and Mental Health Nursing Practicum | 4 |
| UNRS 312 & 312P | Nursing Management of Adults and Nursing Management of Adults Practicum | 3 |
| UNRS 313 & 313P | Restorative Nursing and Restorative Nursing Practicum | 4 |
| UNRS 367 | Pathophysiology | 3 |
| UNRS 382 & 382P | Community Health Nursing and Community Health Nursing Practicum ⁶ | 3 |
| UNRS 384 | Urban/Rural Health Nursing ⁹ | 3 |
| UNRS 402 & 402P | Nursing Care in Maternal, Newborn, and Women's Health and Nursing Care in Maternal, Newborn, and Women's Health Practicum | 4 |
| UNRS 403 | Leadership and Management in Professional Practice | 2 |
| UNRS 404 & 404P | Nursing Care of Children and Young Adults and Nursing Care of Children and Young Adults Practicum | 4 |
| UNRS 411 & 411P | Advanced Nursing Care of Adults and Aging and Advanced Nursing Care of Adults & Aging - Practicum | 5 |
| UNRS 412 | Clinical Residency Nursing ⁷ | 2 |
| UNRS 425 | Nursing Research | 3 |
| UNRS 496 | Writing 3: Ethics and Issues in Health Care ⁸ | 4 |
| UNRS 445 | Application of Pharmacological Principles in an Acute-Care Setting (This is elective not a required course) | 2 |
| Total Units | | 71 |

- 1 Meets the General Education Humanities: Natural Science requirement.
- 2 Meets the General Education Intellectual and Practical Skills requirement.
- 3 Meets the General Education Oral Communication requirement.
- 4 Meets the General Education Humanities: Social Science requirement.
- 5 Meets the General Education Writing 2 requirement.
- 6 Meets the General Education Civic Knowledge and Engagement requirement.
- 7 Meets the General Education Integrative and Applied Learning requirement.

- 8 Meets the General Education Writing 3 requirement.
- 9 Meets the General Education Intercultural Competence requirement.
- 10 Meets the General Education Quantitative Literacy requirement.

Previous Education Credit

Students may be awarded credit for prior learning/coursework and clinical experience, including military education and experience, through a challenge examination and/or competency testing.

LVN Options

APU's School of Nursing offers two programs for the licensed vocational nurse (LVN): the LVN to BSN and LVN to RN (30-unit option). These programs operate on a space-available basis for didactic and clinical coursework.

The School of Nursing acknowledges that licensed vocational nurses acquire formal nursing training, continued education units, and on-the-job experiences that may be assessed for academic credit. The Council for Adult and Experiential Learning (CAEL) guidelines and the American Council of Education (ACE) are used to ensure a responsible evaluation. Students are evaluated individually.

Open enrollment is available for the fall, spring, and summer semesters.

LVN to BSN Option

Admission to the LVN to BSN Program

Transfer applicants interested in the LVN to BSN program (<http://www.apu.edu/nursing/undergraduate/lvnbsn>) must meet the following admission requirements:

- Submit an application to the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter/admissions>), indicating interest in becoming a nursing major and pursuing the LVN to BSN. Include in that application the following information:
 - A copy of the LVN license
 - Official transcripts from all colleges attended
 - Two letters of recommendation
 - A one-page statement of professional goals in nursing
 - A résumé reflecting volunteer and paid work experience within the past three years. Please include leadership positions held within volunteer organizations, community service experience and/or employment where applicable.
- Submit evidence of a minimum of 48 units of transferable credit (units can come from general studies and nursing prerequisites) see list below.
- Submit proof of achieving a minimum cumulative college or university grade-point average of *B* (3.0) or better.
- Successfully complete Human Anatomy with lab (4 units), Chemistry with lab (4 units), Human Physiology (4 units), and General Microbiology with lab (4 units) with no lower than a *B-* (2.7) grade-point average.
- Provide a writing sample that demonstrates written communication skills.
- Eligible candidates may be interviewed by the program director and will be reviewed by the admissions committee.
- Candidates accepted into the program will be notified by the admissions representative and assigned to the appropriate semester.
- An acceptance letter will be mailed to the candidate from the School of Nursing.

Requirements and Sequences for the LVN to BSN Program

All undergraduate nursing programs are designed with a specific course sequence determined by the School of Nursing. When each student is accepted into a program, a progression schedule is reviewed by the student and the advisor. Courses must be taken in the assigned sequence.

The LVN to BSN program is based on a cohort model.

| Code | Title | Units |
|---|---|-------|
| Prerequisite Nursing Requirements for the LVN to BSN Program | | |
| BIOL 220 | General Microbiology | 4 |
| BIOL 250 | Human Anatomy | 4 |
| BIOL 251 | Human Physiology | 4 |
| CHEM 123 | General, Organic, and Biological Chemistry for the Health Sciences ¹ | 4 |
| Prerequisite General Education Requirements | | |
| Skills and University Requirements | | |
| WRIT 110 | Writing 1: The Art and Craft of Writing | 3 |

| | | |
|---|---|----|
| COMM 111 | Public Communication ² | 3 |
| Humanities: Fine Arts Requirement | | 3 |
| Philosophy Requirement | | 3 |
| Humanities: History Requirement | | 3 |
| Humanities: Literature Requirement | | 3 |
| PSYC 110 | General Psychology ² | 3 |
| PSYC 290 | Human Growth and Development ² | 3 |
| Electives | | 8 |
| Biblical, Theological, and Philosophical Formation General Education requirement varies based on number of units transferred. | | |
| Total Units | | 48 |

¹ Meets the General Education Natural Science requirement.

² Meets the General Education Social Science requirement.

| Code | Title | Units |
|--|--|-------|
| Nursing Requirements for the LVN to BSN program | | |
| UNRS 105 & 105P | Foundations in Professional Nursing/Aging and Foundations in Professional Nursing - Practicum ¹ | 6 |
| UNRS 113 | Pharmacology ¹ | 2 |
| UNRS 212 & 212P | Nursing Care of Adults/Aging and Nursing Care Of Adults/Aging Practicum | 6 |
| UNRS 220 | Health Assessment | 3 |
| and | | |
| UNRS 220L Health Assessment Lab | | |
| UNRS 260 | Nutrition ¹ | 2 |
| UNRS 270 | Professional Concepts in Nursing | 3 |
| UNRS 299 | Statistics and Data Management for Nursing and Health Care ² | 3 |
| UNRS 306 | Writing 2: Theoretical Frameworks in Nursing ³ | 3 |
| UNRS 310 & 310P | Mental Health Nursing and Mental Health Nursing Practicum | 4 |
| UNRS 312 & 312P | Nursing Management of Adults and Nursing Management of Adults Practicum | 3 |
| UNRS 313 & 313P | Restorative Nursing and Restorative Nursing Practicum | 4 |
| UNRS 367 | Pathophysiology | 3 |
| UNRS 382 & 382P | Community Health Nursing and Community Health Nursing Practicum ⁴ | 3 |
| UNRS 402 & 402P | Nursing Care in Maternal, Newborn, and Women's Health and Nursing Care in Maternal, Newborn, and Women's Health Practicum | 4 |
| UNRS 403 | Leadership and Management in Professional Practice | 2 |
| UNRS 404 & 404P | Nursing Care of Children and Young Adults and Nursing Care of Children and Young Adults Practicum | 4 |
| UNRS 411 & 411P | Advanced Nursing Care of Adults and Aging and Advanced Nursing Care of Adults & Aging - Practicum | 5 |
| UNRS 412 | Clinical Residency Nursing ⁵ | 2 |
| UNRS 425 | Nursing Research | 3 |
| UNRS 496 | Writing 3: Ethics and Issues in Health Care ⁶ | 4 |
| UNRS 384 | Urban/Rural Health Nursing ⁷ | 3 |
| Total Units | | 72 |

¹ May receive academic credit through Competency Assessment.

² Meets the General Education Quantitative Literacy requirement.

³ Meets the General Education Writing 2 requirement.

⁴ Meets the General Education Civic Knowledge and Engagement requirement.

- 5 Meets the General Education Integrative and Applied Learning requirement.
- 6 Meets the General Education Writing 3 requirement.
- 7 Meets the General Education Intercultural Competence requirement.

Previous Education Credit

Students may be awarded credit for prior learning/coursework and clinical experience, including military education and experience, through a challenge examination and/or competency testing.

LVN to RN 30-unit Option

Students choosing this option are admitted as terminal nondegree students. Upon completion of the requirements of the 30-unit option with a 2.0 GPA or better in all courses, the student receives a certificate of completion, which establishes eligibility to take the California Board of Registered Nursing examination for RN licensure as a nongraduate. Students should see a School of Nursing academic advisor for requirements.

Accelerated RN to BSN Degree Completion Program

This program is also available online and through sequential enrollment with ADN programs (<http://www.apu.edu/nursing/programs/bridge-to-bsn>) at local community colleges.

Introduction

The accelerated RN to BSN (<http://www.apu.edu/nursing/programs/rn-to-bsn>) degree completion program offers an alternative to the traditional method of pursuing a college nursing degree. It is designed specifically for adult learners who have an RN license or are enrolled in an accredited associate's degree in nursing (ADN) program and desire to complete a Bachelor of Science in Nursing (BSN). The program is a field-based modular design, delivered to cohort groups. Each student has an advisor who provides system guidance, directs special projects, and serves as mentor to individual learners.

Prospective students include registered nurses (RNs) working in hospitals and other areas of health care as well as students enrolled in accredited ADN programs at community colleges.

The Bridge to BSN (<http://www.apu.edu/nursing/programs/bridge-to-bsn>) option is designed for ADN students enrolled at a community college who wish to get an early start on coursework for the Bachelor of Science in Nursing (BSN) degree. BSN coursework is offered during summer sessions. After completion of their ADN program, students will complete remaining coursework to obtain their BSN from Azusa Pacific University. Admission requirements for the RN to BSN program must be met and the RN license obtained prior to taking upper-division clinical courses.

The accelerated RN to BSN program is based on the same philosophy, purposes, graduate characteristics, and conceptual framework as the traditional undergraduate program. However, in recognition of the special needs and skills of the working adult, the curriculum is packaged to accommodate the adult student. The nursing courses are presented in sequence in a modular arrangement of content. Courses are designed to affirm personal and professional strengths. The teaching/learning process is collaborative—the experiences and insights which students contribute are a vital part of class activities.

Students join cohorts and progress through the courses together. Courses are taught sequentially, and the rich diversity of experiences that students contribute results in lively discussions involving shared experiences. Because students often stay with the same group throughout the program, they develop a strong rapport with other group members who act as a support system through the completion of the degree.

Classes are offered one night a week on site or in an asynchronous online program. The same night of the week is used for on-site groups throughout their program.

Students may complete a BSN degree in approximately 15 months. In this accelerated format, a 40-semester unit curriculum is concentrated into 60 weeks.

Admission Requirements for RN to BSN Students

A minimum of 120 semester units of credit are required for the BSN. To be admitted to the 60-week accelerated RN to BSN program, a student must:

1. Provide a copy of RN license in good standing before starting clinical courses.
2. Graduate from an accredited associate degree program or diploma nursing program.
3. Have a minimum of 60 transferable semester units from an accredited college or university with a minimum GPA of 3.0. (2.7 GPA and above considered for provisional admission).
4. Submit official transcripts from all schools attended.

5. Provide two letters of recommendation.

Admission Requirements for Bridge to BSN Students

A minimum of 120 semester units of credit are required for the BSN. To be admitted to the sequential enrollment, a student must:

1. Be currently enrolled in an accredited ADN program.
2. Have a minimum GPA of 3.0. (2.7 GPA and above considered for provisional admission).
3. Submit official transcripts from all schools attended.
4. Provide two letters of recommendation.

The program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills.

International applicants with an F or J visa are not qualified for this program. International applicants with any other types of visas, please consult with the International Center (<http://www.apu.edu/international>) first at +1-626-812-3055 or international@apu.edu.

Requirements

When each student is accepted into the program, a progression schedule is reviewed by the student and the advisor. Courses must be taken in the assigned sequence.

This program will be implemented beginning fall 2017 and will replace the previous program as described in the 2016-2017 Graduate and Professional Catalog. The previous program is no longer accepting new students and all courses will be sunsetted after summer 2018. Some new course descriptions are not provided at this time.

| Code | Title | Units |
|--|---------------------------------|-------|
| Prerequisite Courses ¹ | | |
| General Education Requirements ¹ | | |
| Electives ^{2,3} | | |
| Accelerated RN to BSN Courses | | |
| RNRS 321 | Health Assessment | 5 |
| RNRS 327 | Nursing Research and Statistics | 4 |
| RNRS 368 | Pathophysiology | 5 |
| RNRS 396 - Professional Practice: Ethics, Issues, and Spirituality in Health Care | | 6 |
| RNRS 458 - Evidence Based Practice, Theory and Clinical Pathways | | 5 |
| RNRS 469 - Improving Patient Outcomes: Quality & Safety and Risk Management | | 5 |
| RNRS 481P - Clinical Practicum | | 0 |
| RNRS 482 | Community Health (Capstone) | 5 |
| RNRS 483 - Population Health and Care Transitions | | 5 |
| 120 units is required to complete the BSN degree (40 units of required RNRS nursing courses and 80 units from transferred in ADN degree and electives) | | |
| Total Units | | 40 |

¹ The majority of the general education requirements are met through the ADN (IGETC or CSU) with the exception of one upper-division writing course (Writing 3, 3 units) and Bible/Theology (6 units), which are met in RNRS course requirements.

² The number of elective units required is based on the number of units that are transferred into the Accelerated RN to BSN program. Elective courses may be taken to achieve the total 120 units required for the BSN degree.

³ For students with limited work experience, two elective transition to practice courses are offered: RNRS 298 and RNRS 299.

School of Theology: Azusa Pacific Seminary

Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC). (<https://www.wascsenior.org>)
- Azusa Pacific Seminary is accredited by the Association of Theological Schools (ATS) (<http://www.ats.edu>).

For more-detailed information about Azusa Pacific Seminary, visit apu.edu/seminary/.

Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 13)).

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

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

Mission Statement

Azusa Pacific Seminary, 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, and writing for the glory of God.

Spiritual Life

The faculty of Azusa Pacific Seminary believe 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 seminary community to pray together and share experiences in Jesus Christ. Students and faculty are encouraged to attend university chapels as well as special services and lectures.

Experiential Learning

Azusa Pacific Seminary utilizes an experiential learning model. The Master of Divinity (M.Div.), Master of Arts in Pastoral Studies (MAPS), 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. and MAPS programs, facilitates the integration of academic learning and experience in ministry. Students are required to devote at least eight hours per week to some form of supervised ministry for the duration of their master's degree program.

Online Courses

Azusa Pacific Seminary offers several courses online. Maximum enrollment in each online course is 20 students; enrollment is granted on a first-come, first-served basis.

Asian Program

The Asian Program (<http://www.apu.edu/seminary/asian>) offers courses in Korean (directly or translated) for the various graduate degree programs in Azusa Pacific Seminary at the Los Angeles Regional Site. 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 Korean Doctor of Ministry program; Linda Pyun, Ph.D., is the director of the Korean master's degree program. For more information, call (213) 252-0962 or (626) 815-5439.

Hispanic Program

Azusa Pacific Seminary is committed to equipping leaders for the Hispanic church of the 21st century. With that focus in view, the seminary 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 (60 units) and the Master of Divinity (90 units) programs are offered in a bicultural setting. Classes are taught in Spanish or in English with a translator. Hispanics who understand both languages gain an expanded worldview that will advance their witness in church.

leadership. Enrique Zone, Ed.D., is director of the Hispanic Program (<http://www.apu.edu/seminary/programahispano>). For more information, call (626) 815-5448.

El Centro Teológico Hispano (CTH)

Dedicated to fostering the field of Hispanic church studies, El Centro Teológico Hispano (<http://www.apu.edu/seminary/resources/centrohispano>) at Azusa Pacific Seminary offers unique courses, guest speakers, and relationship-building opportunities. It also provides a place for pastors and students to meet and discuss current issues, gain diverse training, and tap into multicultural resources that enable Hispanics to adequately minister within their particular contexts. For more information about El Centro Teológico Hispano, contact Enrique Zone, Ed.D., associate dean, at (626) 815-6000, Ext. 5653, or ezone@apu.edu.

Friends Center

The Friends Center (<http://www.apu.edu/friendscenter>) is the seminary education and ministry training program of Evangelical Friends Church Southwest at Azusa Pacific Seminary. The Friends Center's mission is to make an eternal impact for Christ by equipping men and women to serve internationally as ministers, missionaries, and leaders. The program highlights the Evangelical Friends' theological tradition with its emphasis on the primacy of Scripture as the revelation of God's Word. The center provides an excellent academic environment for students seeking a scholarly foundation for ministry. The Friends Center also provides leadership development to Friends churches by overseeing a Certificate of Leadership Ministry through the Friends churches. For more information, call Kent Walkemeyer, D.Min., director, at (626) 815-5077.

Center for Transformational Leadership

The Center for Transformational Leadership, formerly the Free Methodist Center, at Azusa Pacific Seminary 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 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 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.

Regional Locations

Some programs within Azusa Pacific Seminary are also offered at APU's regional locations in Los Angeles and San Diego. For more information about seminary programs at the San Diego Regional Campus, call Tony Baron, D.Min., Psy.D., director, at (858) 503-6971. For more information about seminary programs at the Los Angeles Regional Site, visit apu.edu/losangeles/.

Library and Information Resources

The James L. Stamps Theological Library (<http://www.apu.edu/library/stamps>), located in the Duke Academic Complex, houses the university library collections in the areas of biblical studies, theology, philosophy, church history, and ethics. The collection numbers approximately 60,000 volumes and is complemented by collections in the Marshburn Memorial Library and Darling Library, also at the Azusa campus, as well as small theological collections at the Los Angeles and San Diego regional centers.

The Stamps Library maintains special collections for denominations with historic ties to the university, including the Church of God – Anderson, Free Methodist, Friends, and Salvation Army.

The Stamps Library places a high priority on making available the latest information technology, including more than 100 licensed databases and a variety of CD-ROM databases in the areas of biblical studies and languages, theology, and church history. Access to many of the resources is available through the Internet. Current journal holdings exceed 13,500 titles.

Consortial arrangements allow students to access the rich theological collections of the seminaries in the Southern California Theological Library Association (SCATLA) (<http://www.atla.com/Members/divisions/regional/SCATLA/Pages/default.aspx>), 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 libraries and Azusa Pacific Seminary, serves as the subject specialist, and oversees 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 18 units of Advanced Standing from upper-division undergraduate work in religion.
- The number of core courses in any department that may be replaced by Advanced Standing is limited to two.
- MAPS students may petition for up to 12 units of Advanced Standing from upper-division undergraduate work in religion.
- Master of Arts (Theological Studies) students may petition for up to 15 units of Advanced Standing on the basis of undergraduate biblical language study or upper-division undergraduate coursework in religion.
- Prior to formal admission, the Request for Advanced Standing Petition form should be completed.

- All Advanced Standing examinations are administered in a proctored setting.
- Students must pass examinations for advanced standing within 12 months of their admission date. The cost for the exam is \$50 per unit. If the student passes the exam(s), he/she will not be required to pay full tuition for those units.
- A student may repeat Advanced Standing examinations one time without further charge.
- Courses in which a grade of *B-* or lower was earned may not be used for Advanced Standing.
- Students admitted under the exceptional category may not petition for Advanced Standing units.
- Undergraduate work must be from a regionally accredited college or university.

Transfer Units

A student may petition to transfer in up to 48 units for the M.Div., less any Advanced Standing units (e.g., 30 units transfer and 18 units Advanced Standing or any other combination totaling 48 units), up to 32 units for the MAPS, and up to 40 units for MA(TS), less any Advanced Standing units, from other regionally or ATS-accredited graduate degree programs. Units transferred are limited to one half of an earned master's degree. A minimum of 26 units for the M.Div., 16 units for the MAPS, and 20 units for MA(TS) must be completed at Azusa Pacific Seminary.

Advancement to Candidacy

In order for students to progress beyond the initial courses of the master's degree program, they must be granted candidacy. Candidacy is granted by faculty approval upon the satisfactory completion of 16 units of coursework with a minimum 2.7 grade-point average (3.0 is required for the MA(TS) degree) and evaluation of each student's personal growth and commitment to the mission and goals of Azusa Pacific Seminary.

Master's Programs:

- Master of Divinity (M.Div.) (p. 526)
- Master of Divinity: Biblical Studies (p. 527)
- Master of Arts in Pastoral Studies (MAPS) (p. 520)
- Master of Arts in Pastoral Studies (MAPS): Youth Ministry (p. 524)
- Master of Arts (Theological Studies) (p. 518)
- Master of Arts in Transformational Urban Leadership (MATUL) (p. 524)

Doctoral Program:

- Ministry (D.Min.) (p. 514)

GBBL 500, Elements of Greek Exegesis, 4 Units

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. This class will support and reinforce practices learned in GBBL 511. Either this course or GBBL 510 New Testament Greek is a **prerequisite** to New Testament courses (GBBL 512 Gospels Witness to Christ, GINS 542 Gospels and Christology, and GBBL 532 Paul the Pastor and Theologian).

GBBL 501, Torah and Prophets: Exodus-2 Kings, 4 Units

This course follows GBBL 511 and continues the study of the Old Testament as Christian Scripture by examining Exodus through 2 Kings with a focus on the women and men who formed and preserved Israel. The prophets and prophetic books that relate to this period will also be read and interpreted.

Prerequisite: GBBL 511

GBBL 510, New Testament Greek I, 4 Units

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, Biblical Interpretation: Exploring Genesis, 4 Units

Students will be introduced to the Bible, its formation as Christian Scripture, and the inductive method of interpretation, using the book of Genesis. They will learn to pay attention to form, content, and context, while recognizing the significance of genre (e.g. narrative, law, poetry) and evaluating historical, literary, theological, and practical approaches for interpretation and application.

Prerequisite to all CORE Bible courses.

GBBL 512, The Gospels' Witness to Christ, 4 Units

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 Units

This class continues the study of the basic vocabulary, morphology, and syntax of New Testament Greek begun in New Testament Greek I.

GBBL 522, The Gospel of Mark, 4 Units

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 Units

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 532, Paul the Pastor and Theologian, 4 Units

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.

Prerequisites: GBBL 511 and GBBL 500

GBBL 540, Hebrew II, 4 Units

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 Units

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 Units

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 Units

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 Units

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 Units

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 Units

This is a course of independent research directed by the instructor.

GBBL 571, Readings in the Hebrew Text of the Pentateuch, 1-4 Units

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 Units

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 Units

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 Units

Selected passages from the Greek text of the Epistles are examined and special attention is given to rhetorical criticism.

GBBL 589, Bible Lands Study Tour, 1 Unit

Experiencing first-hand the city of Jerusalem or Ephesus deeply illuminates a student's understanding of the Biblical story. This 1-unit (8-day) study-abroad course will provide students the opportunity to study the geography and archaeology of various Biblical sites in Israel or Turkey. Locations may vary.

GBBL 590, Thesis, 4 Units

This is a course of independent study in which the student prepares a thesis supervised by the instructor.

GBBL 591, Isaiah, 4 Units

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 Units

This is a course of independent study supervised by the instructor.

GBBL 611, Old Testament Seminar, 4 Units

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 Units

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 Units

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 Units

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, Early Judaism: The Writings and the Dead Sea Scrolls, 4 Units

This course examines the Dead Sea Scrolls, the biblical books, and extra-biblical resources produced by the Jews of the Persian, Greek, and Roman periods. These sources demonstrate the processes involved in establishing post-exilic Jewish communities, authoritative texts, synagogue and home rituals, social practices, and interpretive discourses, which form a foundation for the early Jesus movement, the New Testament, Christianity, rabbinic Judaism, and the Judaisms of today.

Prerequisite: GBBL 511

GBBL 632, The New Testament World, 4 Units

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 Units

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 Units

This course traces how the Jewish and Christian Scriptures were produced, preserved, transmitted, authorized, and canonized in living communities of faith. It explores how inspiration and revelation - as well as social structures, historical events, and politics - feature in the development and persistence of a sacred canon.

Prerequisite: GBBL 511

GBBL 652, Geographical and Historical Setting of the Hellenistic World, 4 Units

This course explores geography, history, culture, and archaeology of the Hellenistic world as the setting in which the New Testament was written, and includes a tour of sites in the Aegean region of Greece and Turkey.

GBBL 661, Women in the Bible and Church History, 4 Units

This course is an inductive survey of women's roles in the Bible and biblical discourse regarding women. It also surveys women's contributions to church history and theology. This in-depth examination of women in biblical and interpretive traditions, church history, and theology informs students' understanding of the vocations of women serving God today.

GDMN 704, Research and Design, 4 Units

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, Christian Spirituality, 4 Units

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 Units

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 Units

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 Units

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 Units

Students uncover the dynamics of spiritual formation within the context of urban life and ministry, integrating issues of social justice and personal piety. Particular attention is given to the African-American, Asian-American, Asian, Hispanic-American, and Hispanic experience, and practical application is made to the ministerial context of the individual student.

GDMN 752, Christian Spiritual Formation I, 3 Units

The dynamics of a life in the Kingdom of God are investigated in this first of a four-course sequence on authentic discipleship to Jesus Christ. This is built around the following three themes: 1) spiritual formation into Christ-likeness as God's intention for humans - that it is possible and suited to human nature; 2) living in the Kingdom of Heaven here and now; and 3) application of these understandings from Christ to the realities of the human self and actual existence in our circumstances.

GDMN 754, Christian Spiritual Formation II, 3 Units

Living in the divine conversation and character is investigated in the second of a four-course sequence on authentic discipleship to Jesus Christ. This is built around the following three themes: 1) learning how to hear God; 2) Christian spiritual disciplines - concept and history; and 3) salvation is a life, with special emphasis given to the "Fruit of the Spirit" as the foundation and framework of eternal living.

Prerequisite: GDMN 752

GDMN 756, Christian Spiritual Formation III, 3 Units

The great traditions of Christian faith through Scripture, literature, and praxis are investigated in the third of a four-course sequence on authentic discipleship to Jesus Christ. The course is built around the following three themes: 1) gaining an experiential understanding of the six great traditions of Christian faith; 2) coming to a deeper appreciation of the importance of classical devotional literature; and 3) learning to better experience God in Scripture while developing a deeper appreciation for the Bible's presentation of 15 ways of 'being with' God.

Prerequisite: GDMN 754

GDMN 758, Christian Spiritual Formation IV, 3 Units

Living as an apprentice to Jesus is investigated in the fourth of a four-course sequence on authentic discipleship to Jesus Christ. This is built around the following three themes: 1) being with God in prayer; 2) discipleship as apprenticeship; and 3) spiritual formation in all life's roles.

Prerequisite: GDMN 756

GDMN 760, Christian Spirituality and Modern Technology, 4 Units

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 Units

This course covers the biblical, theological, and historical foundation for the classical disciplines of the spiritual life as a means of grace through which the human person exercises relative independent will to bring body, mind, and spirit into a cooperative relationship with God. Special attention is given to prayer as the foundational discipline of engagement, the via positive, and its practice in the prayer life of the individual and in the life of the congregation.

GDMN 764, History and Theology of Worship, 4 Units

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 768, Urban Immersion, 4 Units

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 772, Contemplative Spirituality, 4 Units

This course explores the scriptural and historical background of contemplative spirituality in order to experience its dimensions and practices today. Special attention is focused on how one's relationship with God, character formation, and mission enrich not only the personal life of the individual but also the Church and its mission.

GDMN 782, Scripture: Its Spirituality and Proclamation, 4 Units

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 Units

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 791, Leading in Context, 4 Units

This course is the introductory class for the missional church leadership cohort. It focuses on leadership in specific sociocultural contexts and includes assessment processes that use frameworks designed to evaluate students' readiness for engaging systems in missional transformation. This course will cover issues related to missional leadership development, leadership assessment processes, organizational systems and change, and theological frameworks for leadership.

GDMN 792, Ministry Project Continuation, 0 Units

Students who do not complete their D.Min. project during the semester they are enrolled in GDMN 790 Ministry Project must enroll for subsequent semesters in this course. Additional fee is required.

GDMN 793, Ecclesiology for Missio Dei, 4 Units

This course is the second course for the missional church leadership cohort. Ecclesiology for Missio Dei works to understand and develop the processes for assisting missional leaders in forming missional systems. Students will study contemporary ecclesiologies, learn research methods for studying missional congregations, and assess church readiness for missional change.

Prerequisite: GDMN 791

GDMN 794, Missiology in Local Contexts, 4 Units

This class is the third course for the missional church leadership cohort. Phase three focuses on missiology with attention to developing the frameworks and skills for cultivating missional change in the students' actual ministry context. Engaging missional contexts assesses primary themes and issues with organizational systems related to innovative transformation and constructing local theologies in a pluralist culture.

Prerequisites: GDMN 791, GDMN 793;

corequisite: GDMN 795

GDMN 795, Engaging Missionally, 4 Units

This is the fourth course in the missional church leadership cohort. This phase focuses on the praxis missiology with attention to developing the frameworks and skills for cultivating missional change in students' actual ministry contexts. While GDMN 794 focuses primarily on the intellectual resources, this course looks more specifically at church and leadership praxes. Elements of listening to neighbors, studying contexts, shaping learning groups, discerning God's initiatives, and experimenting with specific engagements will be included. The student will continually reflect on the congregation's life and his/her own leadership capacities.

Prerequisites: GDMN 791, GDMN 793;

corequisite: GDMN 794

GDMN 797, Seminar in Ministry, 4 Units

The course covers topics of pressing concern in Christian ministry, including spiritual formation, pastoral leadership, Church renewal, and practical theology.

GDMN 799, Readings in Doctoral Ministry, 1-4 Units

This is a course of Independent Study supervised by the instructor.

GINs 507, The Bible and Preaching, 4 Units

This course applies the practice of Biblical interpretation to sermon preparation and delivery. As an integrative course, students are supervised in the study of Scripture and the development of effective preaching skills.

Prerequisite: GBBL 511

GINs 526, Ethics and Worship, 4 Units

The liturgical foundations for Christian ethics are covered in this course. The course explores how Christian practices like congregational gathering, prayer, the Lord's Supper, Sabbath, baptism, funerals, marriage, celibacy, fasting, reading of scripture, preaching, and confession form us into a people who can respond to issues such as social justice, poverty, sexuality, violence, and racism.

GINs 542, The Gospels and Christology, 4 Units

This course examines the development of the Gospel traditions and the Christological traditions in the early church, and their significance Christian beliefs, values, and practices.

Prerequisite: GBBL 500 or GBBL 510, and GBBL 511.

GMIN 501, Foundations of Youth Ministry, 4 Units

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 Units

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 Units

This course is a study of contemporary social problems theory with special emphasis on cross-cultural perspectives as found in the urban/multicultural youth environment. Complex issues emerging from multicultural youth perspectives of various ethnicities are explored in the light of contextually relevant church ministry.

GMIN 504, Pastoral Counseling of Youth, 4 Units

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 505, Ministry Life and Leadership, 4 Units

This foundational ministry course practically equips students for sustainable service as leaders in congregations and other settings. Attention is given to the theological and cultural dimensions of the church, biblical understandings of leadership, personal character formation in relation to congregational leadership, and leadership strategies.

GMIN 506, Foundations of Educational Ministries, 4 Units

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 508, Servant Leadership and Church Management, 4 Units

This course addresses the pastor's role and calling as leader, particularly the practice of servant leadership and management of staff and volunteers. Consideration of gifting, style, and personal formation will be given in relation to working with boards, teams, and individuals within a church setting. Topics will include vision and implementation, team-building and communication, all within the context of a volunteer based church.

GMIN 509, Urban Sociology and Christian Ministry, 4 Units

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, Christian Formation and Discipleship, 4 Units

This course offers a study of foundational principles and models of Christian Formation and Discipleship, with special emphasis on formation into Christlikeness as a primary emphasis for pastoral leadership and teaching. Consideration will be given to the complex dimensions of personal transformation within a community context. Study of the self, the role of grace, spiritual disciplines and the importance of developing a "rule of life" will be key topics.

GMIN 519, Current Issues in Urban Ministry, 4 Units

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 Units

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 528, Contemporary Issues in Ministry, 4 Units

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, City in Theological Perspective, 4 Units

Students examine theological perceptions of the city, with an emphasis on ministry in and to the polis.

Prerequisites: MINC 346, MINC 487

GMIN 548, Pastoral Counseling and Church Health, 4 Units

The course addresses the pastor's presence, identity, and counseling role and is structured from the perspectives of Christian theology and the behavioral sciences. Consideration is given to such topics as: an integrated view of the care of the soul, family of origin formation, addiction and recovery, family systems theory as applied to the life and health of the local church. The course provides insights, information, and practical applications for effective pastoral health and ministry in today's complex ministry settings.

GMIN 559, Urban Cross-Cultural Ministry, 4 Units

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 567, Community Retreat, 1 Unit

This course is designed to launch students into their seminary experience through building community with other students and faculty, participating in formational activities, and reflecting on vocation.

GMIN 568, Mentored Ministry: Chaplaincy, 3 Units

This course grants credit to students who complete 400 hours of a Clinical Pastoral Education chaplaincy internship.

GMIN 569, Mentored Ministry, 1 Unit

Mentored Ministry is a central piece of the learning experience in the Azusa Pacific Seminary. The purpose of Mentored Ministry is to help students to integrate ministry experience, academic studies, personal development, and spiritual formation. Mentored Ministry consists of two components. The first is the student's supervised ministry experience. Each student is required to devote at least eight hours per week to serving in a ministry context. The second component is the Mentored Ministry Reflection Group. Each reflection group meets throughout the semester for the purpose of reflection on case studies, mentoring, and peer support in relation to students' ministry site experiences, personal awareness, and spiritual formation.

GMIN 570, Directed Research, 1-4 Units

This is a course of independent research directed by the instructor.

GMIN 571, Internship, 3 Units

This course includes a diverse format of classroom experience, field experience and small groups. It further develops a student's ability to blend Christian theology and ministry by utilizing a method of reflecting theologically on the practice of the Christian faith and facilitating the ability to clearly state and defend one's own theology for Christian ministry. Students are required to serve eight hours per week in hands-on field experience.

GMIN 577, Music in the Worshiping Church, 4 Units

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 Units

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 Units

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 Units

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 588, The Missional Church, 4 Units

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 Units

This is a course of independent study in which the student prepares a thesis supervised by the instructor.

GMIN 599, Readings in Ministry, 1-4 Units

This is a course of independent study supervised by the instructor.

GMIN 605, Leadership in Youth Ministry, 4 Units

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 608, Integrative Ministry Project, 4 Units

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 Units

Students complete a major project that demonstrates skills and knowledge they have attained during seminary in relation to biblical studies, theology, and ministry. The course is taken by students in the last year of their program and will include an oral presentation to a faculty panel.

GMIN 628, Seminar in Ministry, 1-4 Units

The course covers topics that are of pressing concern in ministry, including spirituality, church renewal, and church planting.

GTHE 503, Church History I, 4 Units

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. Specifically the course will make use of primary sources to describe the early church, trace theological developments, doctrines and polity. Focus on the varieties of Christian communities of the Early/Medieval period will include the Desert communities of fathers and mothers of the church, women in Late Antiquity, and the medieval church in Italy.

GTHE 505, Christian Ethics, 4 Units

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, Church History II, 4 Units

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 523, Seminar in Church History, 4 Units

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 Units

Students examine theological perceptions of the city, with an emphasis on ministry in and to the polis.

GTHE 534, Interdisciplinary Seminar in Theology, 4 Units

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 535, Theology, Work, and Economics, 4 Units

This course will introduce students to the Biblical and historical aspects of work and economics. It will also train students to understand and to create both personal and church budgets.

GTHE 544, The Theology of John Wesley, 4 Units

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 Units

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 Units

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 Units

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 Units

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 Units

This is a course of independent research directed by the instructor.

GTHE 573, History of the Church in Latin America, 4 Units

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 Units

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 584, Christian Theology, 4 Units

This course identifies basic beliefs about God, creation, humanity, Jesus Christ, Holy Spirit, salvation, and the church. Specific doctrines of Christian theology are analyzed from the perspective of historical, contextual, and systematic theology, based upon a biblical foundation.

GTHE 590, Thesis, 4 Units

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 Units

This is a course of independent study supervised by the instructor.

GTHE 615, Church and Society, 4 Units

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 Units

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.

GURS 589, Urban Immersion LA, 1 Unit

Urban Immersion is an experiential and reflective field education encounter that explores a theological perspective amidst the urban realities of Los Angeles. Participants will examine the relationship and exchange between social life and faith in urban spaces. Special attention will be given to the kingdom impact on urban migration, marginalization and adaptation. Students will meet at the Los Angeles Regional Center and visit designated locations in the city for their immersion experiences.

TUL 500, Biblical Theology in an Urban Context, 3 Units

This course builds a biblical theology overview that connects the motif of the Kingdom of God to issues of poverty, oppression, community development, and church growth in urban poor communities.

TUL 506A, Language and Culture Learning I, 1 Unit

This course guides students pre-field in an understanding of the structures of cross-cultural mission, and in acquiring skills for language and culture learning within urban poor communities. This is the first of a three-course sequence.

TUL 506B, Language and Culture Learning II, 2 Units

A continuation of TUL 506A, this course guides students in acquiring the appropriate knowledge, dispositions, and skills for independent and ongoing language and culture learning within urban poor communities.

Prerequisite: TUL 506A

TUL 506C, Language and Culture Learning III, 1 Unit

A continuation of TUL 506B, this course guides students in acquiring the appropriate knowledge, dispositions, and skills for independent and ongoing language and culture learning within urban poor communities.

Prerequisite: TUL 506B

TUL 520, Urban Spirituality, 3 Units

An in-depth examination of human development and family life in the urban poor 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 Units

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 531, Developing Urban Faith Communities, 1 Unit

The course explores approaches to the process of entering marginal urban communities and developing a holistic community-based discipleship experience.

TUL 540, Urban Reality and Theology, 3 Units

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 Among the Marginalized, 2 Units

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 Units

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, Practical Theology of Community Economics, 2 Units

This course relates biblical and theological perspectives to the theory and practice of community wealth building. Special emphasis is given to cooperatives, microenterprises, and entrepreneurship as bases for asset building and ownership.

TUL 570, Multicultural Ministry, 3 Units

This course introduces students to the basic competencies needed for ministry in a multicultural society. Students explore various models of multicultural ministry and related church-based expressions in the City.

TUL 575, Art and Community Change, 2 Units

In this course, students learn and engage with salient theological, cultural, and philosophical themes connected to the idea of art as a medium for personal and community transformation-in (and under) the direction of the reign of God. Emphasis is given to formulating a strategic outreach and discipleship plan that nurtures holistic growth, development, and personal transformation of young people around an emerging artistic expression.

TUL 584, Contextual and Global Theology, 3 Units

This course studies the contextual nature of Christian theology. Special attention is given to global beliefs, values, and practices, especially those relevant to urban contexts.

TUL 592, The Synoptic Gospels, 3 Units

This course examines the life and teaching of Jesus portrayed in the Synoptic Gospels (Matthew, Mark, and Luke), 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.

TUL 599, Independent Study, 1-3 Units

Students enroll in this course to pursue independent study, investigating subjects and interests that lie beyond regular course offerings. Students explore topics in greater depth than in other courses, and/or initiate 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.

TUL 620, Leadership of Urban Movements, 3 Units

This course explores the dynamics of leadership within holistic, urban poor movements. Special emphasis is given to urban church growth, social movements, and community organizational leadership models, and citywide leadership networks for evangelism, revival, and transformation.

TUL 630, Community Transformation, 3 Units

Students explore the challenges and 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 635, Community Conflict Transformation, 3 Units

This course explores nonviolent responses to conflict that are oriented to the transformation of relationships damaged by hate, crime, family, or community violence or prejudice. The course introduces key concepts and skills toward the restoration of self and the rebuilding of relationships. An overview of its application for select purposes (e.g. mediation and restorative justice efforts) will be developed. The intent is to equip individuals to deal constructively with conflict in their own lives, institutions, and communities.

TUL 640, Entrepreneurial and Organizational Leadership, 3 Units

This course introduces students 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 Units

An exploration of public health challenges facing the Church within urban poor 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 urban poor communities. Students serve as mentored interns with a health organization in the community where they live or work.

TUL 655, Advocacy and the Urban Environment, 2 Units

Students in this course 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 671, Research Final Project, 2 Units

Students design a qualitative/participatory-action research proposal for a missiologically significant issue on behalf of an urban church movement or community organization.

TUL 675, Research Final Project, 2 Units

In this course, students apply a qualitative participatory-action research proposal for a missiological issue in partnership with an urban church movement or community organization. This culminates in the writing and oral presentation of a report that involves local residents in transformation.

Prerequisite: TUL 671

TUL 680, Program Integration and Reentry, 1 Unit

Graduating students collectively evaluate their growth of leadership capital during the MATUL program and formulate cultural reentry trajectories.

Prerequisite: TUL 675

Faculty

Dean

Robert Duke (<http://www.apu.edu/seminary/faculty/rrduke>), Ph.D.

Associate Dean of Academics

Russell Duke (<http://www.apu.edu/seminary/faculty/rduke>), Ph.D.

Associate Dean, Urban and Multicultural Programs

Enrique Zone (<http://www.apu.edu/seminary/faculty/ezone>), Ed.D.

Chair, Department of Biblical and Theological Studies

Karen Strand Winslow (<http://www.apu.edu/seminary/faculty/kwinslow>), Ph.D.

Chair, Department of Ministry

Keith J. Matthews (<http://www.apu.edu/seminary/faculty/kmatthews>), D.Min.

Director of Azusa Pacific Seminary in San Diego

Tony Baron (<http://www.apu.edu/seminary/faculty/tbaron>), D.Min., Psy.D.

Professors

Russell Duke (<http://www.apu.edu/seminary/faculty/rduke>), Ph.D.

Tim Finlay (<http://www.apu.edu/seminary/faculty/tfinlay>), Ph.D.

Keith J. Matthews (<http://www.apu.edu/seminary/faculty/kmatthews>), D.Min.

Rob Muthiah (<http://www.apu.edu/seminary/faculty/rmuthiah>), Ph.D.

Daniel Newman (<http://www.apu.edu/seminary/faculty/dnewman>), Ph.D.

Karen Strand Winslow (<http://www.apu.edu/seminary/faculty/kwinslow>), Ph.D.

Don Thorsen (<http://www.apu.edu/seminary/faculty/dthorsen>), Ph.D.

Enrique Zone (<http://www.apu.edu/seminary/faculty/ezone>), Ed.D.

Associate Professors

Chris Adams (<http://www.apu.edu/seminary/faculty/chrisadams>), Ph.D.

Tony Baron (<http://www.apu.edu/seminary/faculty/tbaron>), D.Min., Psy.D.

Viv Grigg (<http://www.apu.edu/seminary/faculty/vgrigg>), Ph.D.

Elizabeth Leahy (<http://www.apu.edu/seminary/faculty/leahy>), MLS, MAT

Brian Lugioyo (<http://www.apu.edu/seminary/faculty/blugioyo>), Ph.D.

Linda Pyun (<http://www.apu.edu/seminary/faculty/lpyun>), Ph.D.

Kenton Walkemeyer (<http://www.apu.edu/seminary/faculty/kwalkemeyer>), D.Min.

Assistant Professor

Janette Ok (<http://www.apu.edu/seminary/faculty/jok>), Ph.D. (Cand.)

Affiliate Professors

Gary Black (<http://www.apu.edu/provost/faculty/gblack>), Ph.D.

John Park (<http://www.apu.edu/seminary/faculty/jpark>), Ph.D.

Professors Emeriti

Earl Grant, Ph.D.

John E. Hartley (<http://www.apu.edu/seminary/faculty/jhartley>), Ph.D.

Lynn Allan Losie, Ph.D.

Lane Scott (<http://www.apu.edu/seminary/faculty/lscott>), Ph.D.

Doctor of Ministry

For more information: (213) 252-0962

The Doctor of Ministry (D.Min.) is the highest professional degree in the practice of ministry, building on education received through the Master of Divinity and on experience gained in the practice of ministry. Azusa Pacific Seminary's D.Min. program is available in English and Korean.

Mission Statement

The Doctor of Ministry program focuses on spiritual formation and ministry leadership. Through studies in theology and ministry, students grow personally and spiritually, develop cutting-edge skills and competence in the practice of ministry, and make scholarly contributions to the field of ministry practice.

Admission Requirements

Admission decisions in the Doctor of Ministry program are based initially on three primary criteria: prerequisite theological education, practical ministry leadership experience, and demonstrated academic aptitude for advanced studies at the doctoral level.

Program admission requirements include the following:

1. A completed application for graduate admission (available from the Graduate and Professional Center or online at apu.edu/apply/).
2. An M.Div. from an ATS-accredited school or its educational equivalent, achieved with a grade-point average of at least 3.0 (on a 4.0 scale) and verified by the submission of an official transcript. (Educational equivalent is evidenced by at least 72 semester units of theological study, inclusive of a master's degree and broad-based work in theology, biblical studies, and the arts of ministry. For more information on equivalency, contact Azusa Pacific Seminary (<http://www.apu.edu/seminary/>).
3. Transcripts from all institutions leading to, and awarding, the applicant's baccalaureate degree and all postbaccalaureate study.
4. Evidence of active practice in ministry leadership for at least three years after completion of the first theological degree and of 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 education goals, personal spiritual and leadership journey, and recent theological reading. (Contact the office of the D.Min. director for details on completing this admission requirement.)
6. Three letters of reference attesting to the applicant's personal character, academic ability, and ministerial skills. (Forms are included with application materials.)
7. A current résumé.
8. A personal interview with the program director may be required.
9. Applicants planning to study in English for whom English is a second language must demonstrate language aptitude for advanced studies at the doctoral level by the following minimum international iBT (Internet-based TOEFL) scores:
 - Reading: 25
 - Speaking: 25
 - Writing: 25
 - Listening: 25
 Students who have completed at least 48 units in an accredited English-speaking program just prior to application may be admitted without the TOEFL.
10. Availability of a computer with Internet access is highly recommended for all students.

All materials should be submitted to:

Graduate and Professional 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
gpadmissions@apu.edu
apu.edu/gpc

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
apu.edu/international

Program Outcomes

The Doctor of Ministry in spiritual formation and ministry leadership offers a comprehensive curriculum track that focuses on the real-world skills ministry leaders need today. The ultimate goal is to renew and transform ministry leaders, churches, and communities toward those of Jesus Christ.

In general, the goals of the Doctor of Ministry program focus on growth in specific skills for spiritual formation and ministry leadership. In this context, doctoral scholarship and research are emphasized to bring theory and praxis into practical ministry application. The program seeks to accomplish these goals by focusing on the following outcomes:

1. Develop a theology of spirituality by integrating insights from Scripture, theology, and related disciplines in the humanities and behavioral sciences.
2. Evaluate the dynamics of spiritual life in the context of urban life and ministry.
3. Synthesize and apply the theories of spiritual formation to personal spiritual growth and the task of ministry through experience-oriented learning strategies, ascertaining how individuals form habits that facilitate spiritual growth.
4. Analyze and critique how the pastor's style of leadership contributes to spiritual formation in the congregation.
5. Analyze the concerns of both women and men in ministry, developing a gender-inclusive theology of ministry.
6. Analyze and apply the relationship between personal piety and the promotion of social justice.

Transfer Credit

Because of the specialized nature of the program, transfer credit must be evaluated by the director of the D.Min. program. A maximum of 6 semester units of doctoral-level work that have been completed within the past eight years will be allowed as transfer credit.

Full-time Status

Full-time status in the D.Min. program is 8 units per term. Students who enroll in at least 4 units are considered to be half time.

Advancement to Candidacy

Students will be considered for candidacy for the Doctor of Ministry after satisfactory completion of 16 units of coursework (minimum 3.0 GPA in all coursework with no grade less than *B-*), satisfactory completion of two doctoral project seminars, approval of the student's doctoral project proposal by the director and the D.Min. committee, and an interview with the director. Final approval for candidacy is granted by the D.Min. committee.

Written Project

Students will demonstrate academic and practical learning through completion of a major written project. They will conduct research and develop and write their project in a ministry practice field of interest. Ordinarily the project will be a minimum of 100 pages and a maximum of 250 pages in length. Complete information on the doctoral project process and standards is available from the office of the D.Min. director.

Coursework

Core Courses

| | | |
|----------|----------------------------------|---|
| GDMN 704 | Research and Design | 4 |
| GDMN 710 | Christian Spirituality | 4 |
| GDMN 720 | Theology for Spiritual Formation | 4 |
| GDMN 730 | Church Renewal | 4 |
| GDMN 740 | Spiritual Leadership | 4 |

Electives

| | | |
|--------------------------------|--|----|
| Select three of the following: | | 12 |
| GDMN 750 | Civic Spirituality | |
| GDMN 760 | Christian Spirituality and Modern Technology | |
| GDMN 762 | Spiritual Practices in the Church | |
| GDMN 764 | History and Theology of Worship | |
| GDMN 768 | Urban Immersion | |
| GDMN 772 | Contemplative Spirituality | |
| GDMN 782 | Scripture: Its Spirituality and Proclamation | |
| GDMN 791 | Leading in Context | |
| GDMN 793 | Ecclesiology for Missio Dei | |
| GDMN 794 | Missiology in Local Contexts | |
| GDMN 795 | Engaging Missionally | |
| GDMN 797 | Seminar in Ministry | |
| GDMN 799 | Readings in Doctoral Ministry | |

Optional Emphasis

| | | |
|----------------|--|----|
| GDMN 752 | Christian Spiritual Formation I ¹ | |
| GDMN 754 | Christian Spiritual Formation II ¹ | |
| GDMN 756 | Christian Spiritual Formation III ¹ | |
| GDMN 758 | Christian Spiritual Formation IV ¹ | |
| Project | | |
| GDMN 790 | Ministry Project ² | 4 |
| Total Units | | 36 |

¹ This course is offered at the Renovaré Institute; registration for three credit hours at Azusa Pacific University must be made before starting the course. In order to earn credit, students must be accepted into the APU Doctor of Ministry program before registering for any Renovaré course. Upon satisfactorily completing all course requirements as set forth by the Doctor of Ministry director, the student will receive 3 units credit in the spiritual formation emphasis in the Doctor of Ministry degree.

² Students who do not complete their D.Min. project during the semester they are enrolled in GDMN 790 must enroll for subsequent semesters in GDMN 792.

Instructional Format

Each course is structured to include several components that 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 (English program).** Classroom experience is in concentrated sessions during two-week residency periods held each January and July. The residency periods involve significant interaction with a faculty instructor in a peer-learning, seminar format. The faculty instructor serves as a facilitator of discussion in a collegial atmosphere, using his or her academic and practical experience to bring in-depth analysis, critical thinking, integration, and application to the topic.
- Classroom experience (Korean program).** The Doctor of Ministry Korean program follows APU's academic calendar. Each class meets multiple times during the semester in one-day intensive sessions utilizing lecture and discussion formats. In this way, courses provide opportunity for critical reflection and application of content over a period of several months.
- 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 postclassroom project provides an opportunity to synthesize the reading and the classroom discussions and apply them to a ministerial situation. The results of this reflection are then submitted in the form of a paper with a minimum length of 5,000 words (20 pages).

Time Limit

A maximum of 16 units of coursework may be completed during one calendar year, requiring a minimum of two years for completion of all required coursework. The written doctoral project may be completed in the third year. The minimum time required for completing the program is three years, and the maximum time allowed is eight years from the time of enrollment.

Council of Church Leaders

The following church leaders advise the dean and faculty of Azusa Pacific Seminary on program development to ensure the practicality and relevance of program content.

John Dix, Lead Pastor, Grace Church of Glendora

Dave Johnson, Senior Pastor, Neighborhood Christian Fellowship Wesleyan Church, Covina

Bryan Kim, Senior Pastor, Bethel Korean Church

Stan Leach, General Superintendent, Friends Church, SWYM

JeongKii Min, Senior Pastor, Choong Hyun Mission Church

Sergio Navarrete, Superintendent, Southern Pacific Latin American District, Assemblies of God

Oscar Owens Jr., Bible College President, Christian Education Director, West Angeles Church

Joshua Smith, D.Min., Lead Pastor, Mountainside Communion Nazarene Church, Long Beach

Kelly Soifer, Director of Recruiting and Leadership Development, Free Methodist Church in Southern California (FMCS) and the Center for Transformational Leadership (CTL)

Kay Wilson, Associate Pastor, Arcadia Friends Community Church

Dale Winslow, Senior Pastor, Foothill Community Church

El Centro Teológico Hispano (CTH) Advisory Members

Agustin Barajas, M.Div., Senior Pastor, Eagle Rock Victory Outreach Church; Overseer, Liberia Victory Outreach Church

Aureliano Flores, Pastor Emeritus, Church of the Redeemer, Assembly of God

Eddie Ruano, Senior Pastor, Azusa Foursquare Church

Edgar Mohorko, M.A., CEO, Social Outreach Service; President, National Police Clergy Council; Youth Outreach/Gang Intervention Consultant; 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, Hispanic Ministry Church of the Sacred Heart

Hugo Melvin Aldana Jr., Senior Pastor, Lynwood Grace Church; Hispanic Coordinator, Anaheim District Church of the Nazarene

Rodelo Wilson, D.Min., President, Asociación Teológica Hispana

Master of Arts (Theological Studies)

For more information: (626) 815-6000, Ext. 5655

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 doctoral studies or teaching in Christian schools or colleges. The course of study comprises 60 units in biblical and theological studies with a specialization in one of these fields.

Program Outcomes

The Master of Arts (Theological Studies) program provides a general foundation in the biblical and theological disciplines, as well as an opportunity for specialized training in either biblical studies or theology and ethics.

The program outcomes prepare graduates who:

1. Examine biblical texts using inductive, literary, and theological approaches in order to interpret the Bible as Christian Scripture.
2. Identify and critically analyze the historical and cultural settings of biblical texts, as well as ancient and contemporary interpretations of those texts.
3. Demonstrate skill in at least one biblical language.
4. Identify the central doctrines of Christian theology and the foundation of Christian ethics, and elucidate their historical development.
5. Reflect theologically through the Wesleyan Quadrilateral (Scripture, Church tradition, reason, and experience) in a manner that is faithful to the past and responsive to the present.
6. 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, including 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 to be defended in an oral examination. Each student is assigned a faculty advisor who gives guidance in the selection of courses and composition of the research paper/thesis.

Requirements for Master of Arts (Theological Studies) with a Biblical Studies Concentration

| Code | Title | Units |
|---|---|-------|
| Biblical Language Requirement | | 8–16 |
| Select one or both of the following: ¹ | | |
| GBBL 510 & GBBL 520 | New Testament Greek I and New Testament Greek II | |
| GBBL 530 & GBBL 540 | Hebrew I and Hebrew II | |
| Biblical Studies Core Courses | | 16 |
| GBBL 501 | Torah and Prophets: Exodus-2 Kings | |
| GBBL 511 | Biblical Interpretation: Exploring Genesis | |
| GBBL 512 | The Gospels' Witness to Christ | |
| GBBL 532 | Paul the Pastor and Theologian | |
| Theological Studies Core | | 16 |
| GTHE 584 | Christian Theology | |
| GTHE 503 | Church History I | |
| GTHE 513 | Church History II | |
| Select one: | | |
| GTHE 615 | Church and Society | |
| GINS 526 | Ethics and Worship | |
| Concentration ² | | 8–16 |
| Research Paper/Thesis | | 4 |
| GBBL 570/590/GTHE 570/590 | Directed Research ³ | |
| Total Units | | 60 |

¹ Students concentrating in theology and ethics take one biblical language. Students concentrating in biblical studies take two biblical languages, one of which must be taken in their first year in order to continue in the program, unless they have received Advanced Standing for previous study in a biblical language. Students who demonstrate transcript evidence of a year of undergraduate Hebrew and/or Greek may apply for Advanced Standing of up to 10 units of credit. Students concentrating in biblical studies who have had a year of both undergraduate Hebrew and Greek will take courses of advanced language study for the additional 6 units beyond Advanced Standing credit.

² The student selects 8–16 units of courses from the area of concentration depending upon his or her area of emphasis, 8 for biblical studies, 16 for theology.

³ The student selects GBBL 570/GTHE 570/GTHE 590/GBBL 590 for the preparation of the research paper/thesis, which is defended orally before a panel of faculty examiners.

Requirements for Master of Arts (Theological Studies) with a Theology and Ethics Concentration

| | | |
|---|---|------|
| Biblical Language Requirement | | 8–16 |
| Select one or both of the following: ¹ | | |
| GBBL 510 & GBBL 520 | New Testament Greek I and New Testament Greek II | |
| GBBL 530 & GBBL 540 | Hebrew I and Hebrew II | |
| Biblical Studies Core Courses | | 16 |
| GBBL 501 | Torah and Prophets: Exodus-2 Kings | |
| GBBL 511 | Biblical Interpretation: Exploring Genesis | |
| GBBL 512 | The Gospels' Witness to Christ | |
| GBBL 532 | Paul the Pastor and Theologian | |
| Theology and Ethics Core Courses | | 16 |
| GTHE 503 | Church History I | |
| GTHE 513 | Church History II | |
| GTHE 584 | Christian Theology | |
| Select one: | | |

| | | |
|---|--------------------|------|
| GTHE 615 | Church and Society | |
| GINS 526 | Ethics and Worship | |
| Theology and Ethics Concentration ² | | 8–16 |
| Research Paper/Thesis | | 4 |
| GBBL 570/590/GTHE 570/590 | Directed Research | |
| Total Units | | 60 |

- ¹ Students concentrating in theology and ethics take one biblical language. Students concentrating in biblical studies take two biblical languages, one of which must be taken in their first year in order to continue in the program, unless they have received Advanced Standing for previous study in a biblical language. Students who demonstrate transcript evidence of a year of undergraduate Hebrew and/or Greek may apply for Advanced Standing of up to 10 units of credit. Students concentrating in biblical studies who have had a year of both undergraduate Hebrew and Greek will take courses of advanced language study for the additional 6 units beyond Advanced Standing credit.
- ² The student selects 8–16 units of courses from the area of concentration depending upon his or her area of emphasis, 8 for biblical studies, 16 for theology.
- ³ The student selects GBBL 570/GTHE 570/GTHE 590/ GBBL 590 for the preparation of the research paper/thesis, which is defended orally before a panel of faculty examiners.

Additional Degree Requirements

In order to graduate, a student must have at least a 3.0 grade-point average.

Research Paper or Thesis

To receive the Master of Arts (Theological Studies), students must demonstrate the ability to conduct scholarly research and present this in a logically argued and properly documented written form in their area of concentration. Students with a concentration in biblical studies must demonstrate the ability to perform exegetical work using a biblical language. Under the supervision of a faculty member, approved by the relevant department chair by the student's second semester in the program, the student prepares a major research paper/thesis in a course of independent study (GBBL 570, GBBL 590, GTHE 570, or GTHE 590) that 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 8 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 Azusa Pacific Seminary office to be kept on file.

Time Limit

The Master of Arts (Theological Studies) 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 Arts in Pastoral Studies

(626) 815-6000, Ext. 5451

Mission Statement

The Master of Arts in Pastoral Studies (MAPS) program prepares men and women for a specialized field of church ministry through a program of study comprising 48 units in biblical, theological, and ministerial studies. An important feature of the program is the intentional integration of academic and experiential components. For example, students must engage in some form of supervised ministry during their degree program. Students concentrate in one area of ministry: church leadership and development, urban studies, youth ministry, or general electives.

Exceptions to Admission Requirements

A limited number of applicants who do not have baccalaureate degrees but have extensive ministerial experience may be considered for admission. For a description of the standards governing this exception, contact the Azusa Pacific Seminary dean. Students admitted under this exception must obtain a *B* or better in their first 12 units of coursework.

Program Outcomes

The program helps the student who has a specific call to ministry develop a practical theology in church leadership. The program prepares graduates to:

1. Model a holy life through spiritual disciplines reflecting a Wesleyan heritage of faith and love.
2. Interpret Scripture with reverent criticism, theological insight, and constructive imagination, beginning with the inductive method of Bible study, for the edification of the Church.
3. Think theologically through the Wesleyan quadrilateral (Scripture, Church tradition, reason, and experience) in a manner that is faithful to the past and responsive to the present.

4. Develop competence in the pastoral responsibilities of teaching, leadership, and pastoral care.
5. Analyze various cultural constructs and global issues in order to provide transformational leadership for the church.
6. Develop competency in design, application, and evaluation of a specialized ministry.

Program of Studies

The Master of Arts in Pastoral Studies requires 48 units of coursework: 28 units of core courses, 12 units in a selected ministry concentration, 4 units of Mentored Ministry, and 4 units of a Capstone Project. A 12-unit concentration is required, to be selected from Church Leadership and Development, Urban Studies, Youth Ministry, or General Electives.

Requirements for the M.A. in Pastoral Studies, Church Leadership and Development Concentration

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. Concentration outcomes build on the Azusa Pacific Seminary core competencies and MAPS program outcomes.

Concentration Outcomes

- Synthesize the vital role of healthy church management for the empowerment of the laity.
- Develop vocational proficiency and leadership ability.
- Apply ministry principles of Christ-like formation for lifelong ministry effectiveness and personal growth.

| Code | Title | Units |
|--|--|-----------|
| Biblical Studies Core | | 8 |
| GBBL 511 | Biblical Interpretation: Exploring Genesis | |
| Select one of the following: | | |
| GBBL 501 | Torah and Prophets: Exodus-2 Kings | |
| GBBL 532 | Paul the Pastor and Theologian | |
| Theological Studies Core | | 8 |
| GTHE 584 | Christian Theology | |
| Select one of the following: | | |
| GTHE 503 | Church History I | |
| GTHE 513 | Church History II | |
| Ministry Core | | 8 |
| GMIN 516 | Christian Formation and Discipleship | |
| GMIN 505 | Ministry Life and Leadership | |
| Integrated Core | | 4 |
| GINS 542 | The Gospels and Christology | |
| Mentored Ministry | | 4 |
| GMIN 567 | Community Retreat | |
| GMIN 569 | Mentored Ministry ¹ | |
| Church Leadership and Development Concentration | | 12 |
| GMIN 508 | Servant Leadership and Church Management | |
| GMIN 528 | Contemporary Issues in Ministry | |
| Select one of the following: | | |
| GMIN 588 | The Missional Church | |
| GMIN 628 | Seminar in Ministry | |
| Capstone/Portfolio | | 4 |
| GMIN 608 | Integrative Ministry Project | |
| Total Units | | 48 |

¹ Repeat for a total of 3 units.

Requirements for the M.A. in Pastoral Studies, Urban Studies Concentration

The North American Church is becoming increasingly urbanized. To prepare students for ministry in the city, this concentration engages them with urban social structures, trends, and ministry strategies. Issues of contextualization, social analysis, and cross-cultural communication will be addressed.

Concentration Outcomes

- Evaluate and apply ministry concepts, theories, and methodologies found in the urban setting.
- Develop cultural awareness and sensitivity for ministry in the urban context.
- Analyze the methods of evangelism and discipleship unique to the city.

| Code | Title | Units |
|------------------------------------|--|-----------|
| Biblical Studies Core | | 8 |
| GBBL 511 | Biblical Interpretation: Exploring Genesis | |
| Select one of the following: | | |
| GBBL 501 | Torah and Prophets: Exodus-2 Kings | |
| GBBL 532 | Paul the Pastor and Theologian | |
| Theological Studies Core | | 8 |
| GTHE 584 | Christian Theology | |
| Select one of the following: | | |
| GTHE 503 | Church History I | |
| GTHE 513 | Church History II | |
| Ministry Core | | 8 |
| GMIN 516 | Christian Formation and Discipleship | |
| GMIN 505 | Ministry Life and Leadership | |
| Integrated Core | | 4 |
| GINS 542 | The Gospels and Christology | |
| Mentored Ministry | | 4 |
| GMIN 567 | Community Retreat | |
| GMIN 569 | Mentored Ministry ¹ | |
| Urban Studies Concentration | | 12 |
| GMIN 509 | Urban Sociology and Christian Ministry | |
| GMIN 519 | Current Issues in Urban Ministry | |
| Select one of the following: | | |
| GMIN 529 | City in Theological Perspective | |
| GMIN 559 | Urban Cross-Cultural Ministry | |
| Capstone/Portfolio | | 4 |
| GMIN 608 | Integrative Ministry Project | |
| Total Units | | 48 |

¹ Repeat for a total of 3 units.

Requirements for the M.A. in Pastoral Studies, Youth Ministry Concentration

Youth ministry in the 21st century must be rooted in scriptural principles and able to address the challenges facing youth in today's complex culture. This concentration is desirable for leaders in youth ministry not seeking ordination.

Concentration Outcomes

- To think theologically and biblically about the nature of youth in relationship to church and family.
- To comprehend youth issues that are impacting the home, church, and community.
- To build healthy intergenerational relationships within the church.

| Code | Title | Units |
|---------------------------------|---|----------|
| Biblical Studies Core | | 8 |
| GBBL 511 | Biblical Interpretation: Exploring Genesis ¹ | |
| Select one of the following | | |
| GBBL 501 | Torah and Prophets: Exodus-2 Kings | |
| GBBL 532 | Paul the Pastor and Theologian | |
| Theological Studies Core | | 8 |
| GTHE 584 | Christian Theology | |
| Select one of the following | | |

| | | |
|-------------------------------------|---|-----------|
| GTHE 503 | Church History I | |
| GTHE 513 | Church History II | |
| Ministry Core | | 8 |
| GMIN 505 | Ministry Life and Leadership | |
| GMIN 516 | Christian Formation and Discipleship | |
| Integrative Core | | 4 |
| GINS 542 | The Gospels and Christology | |
| Mentored Ministry | | 4 |
| GMIN 567 | Community Retreat | |
| GMIN 569 | Mentored Ministry (repeat twice for a total of three units) | |
| Youth Ministry Concentration | | 12 |
| GMIN 501 | Foundations of Youth Ministry | |
| GMIN 605 | Leadership in Youth Ministry | |
| Select one of the following | | |
| GMIN 503 | Multicultural Youth Ministry | |
| GMIN 504 | Pastoral Counseling of Youth | |
| Capstone/Portfolio | | 4 |
| GMIN 608 | Integrative Ministry Project | |
| Total Units | | 48 |

¹ GBBL 511 is a prerequisite for all Bible courses

Requirements for the M.A. in Pastoral Studies, General Electives Concentration

| | | |
|--|--|-----------|
| Biblical Studies Core Courses | | 8 |
| GBBL 511 | Biblical Interpretation: Exploring Genesis | |
| Select one of the following: | | |
| GBBL 501 | Torah and Prophets: Exodus-2 Kings | |
| GBBL 532 | Paul the Pastor and Theologian | |
| Theology and Ethics Core | | 8 |
| GTHE 584 | Christian Theology | |
| Select one of the following: | | |
| GTHE 503 | Church History I | |
| GTHE 513 | Church History II | |
| Ministry Core | | 8 |
| GMIN 516 | Christian Formation and Discipleship | |
| GMIN 505 | Ministry Life and Leadership | |
| Integrated Core | | 4 |
| GINS 542 | The Gospels and Christology | |
| Mentored Ministry | | 4 |
| GMIN 567 | Community Retreat | |
| GMIN 569 | Mentored Ministry ¹ | |
| General Electives Concentration | | 12 |
| Capstone/Portfolio | | 4 |
| GMIN 608 | Integrative Ministry Project | |
| Total Units | | 48 |

¹ Repeat for a total of 3 units

Additional Degree Requirements

Supervised Ministry

All students 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, students must maintain at least a 2.7 grade-point average.

Time Limit

The program 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 Arts in Pastoral Studies: Youth Ministry

| Code | Title | Units |
|-------------------------------------|---|-----------|
| Biblical Studies Core | | 8 |
| GBBL 511 | Biblical Interpretation: Exploring Genesis ¹ | |
| Select one of the following | | |
| GBBL 501 | Torah and Prophets: Exodus-2 Kings | |
| GBBL 532 | Paul the Pastor and Theologian | |
| Theological Studies Core | | 8 |
| GTHE 584 | Christian Theology | |
| Select one of the following | | |
| GTHE 503 | Church History I | |
| GTHE 513 | Church History II | |
| Ministry Core | | 8 |
| GMIN 505 | Ministry Life and Leadership | |
| GMIN 516 | Christian Formation and Discipleship | |
| Integrative Core | | 4 |
| GINS 542 | The Gospels and Christology | |
| Mentored Ministry | | 4 |
| GMIN 567 | Community Retreat | |
| GMIN 569 | Mentored Ministry (repeat twice for a total of three units) | |
| Youth Ministry Concentration | | 12 |
| GMIN 501 | Foundations of Youth Ministry | |
| GMIN 605 | Leadership in Youth Ministry | |
| Select one of the following | | |
| GMIN 503 | Multicultural Youth Ministry | |
| GMIN 504 | Pastoral Counseling of Youth | |
| Capstone/Portfolio | | 4 |
| GMIN 608 | Integrative Ministry Project | |
| Total Units | | 48 |

¹ GBBL 511 is a prerequisite for all Bible courses

Master of Arts in Transformational Urban Leadership (MATUL)

(626) 857-2213, matul@apu.edu

The M.A. in Transformational Urban Leadership (MATUL) is a 39-unit degree that pursues transformation through church development, community development, and advocacy among the economically disadvantaged and marginalized communities. To focus engagement, MATUL students live and study in the global city of Los Angeles.

The program is distinctive in its focus on preparing students to bring about lasting change in urban marginalized communities. Through a unique combination of classroom study, experiential learning, and mentored fieldwork, the program trains entrepreneurial leaders in indigenous faith-rooted movements and social transformation (e.g., schools, health clinics, churches, advocacy initiatives) that brings hope, spiritual liberation, family transformation, new economic opportunities, meaningful employment, and political rights to disenfranchised urban communities.

Mission Statement

The M.A. in Transformational Urban Leadership enhances the capacity of emerging and established Christian leaders working among impoverished urban populations with wisdom, knowledge, character, and leadership skills required to facilitate indigenous faith-rooted movements and community transformation.

Distinct Features

Action-Reflection Learning: Living in residence and/or working with marginalized urban communities enables students to combine living, serving, and learning in an integrated approach to leadership development.

Blended Delivery: Courses combine theological reflection, compassionate action, social analysis, and character development. Coursework is complemented by culture-specific resources and interaction with national movement leaders and field mentors.

Field Support: The challenge of living and learning in complex urban environments is balanced with practical support within a learning community of peers, field mentors, and community transformation professionals.

Admission Requirements

Additional information on the MATUL program, including application materials, is available online at apu.edu/seminary/programs/masters-in-urban-leadership/admission/.

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

Once the admissions office in the Graduate and Professional Center (p. 73) has received all admission materials, the MATUL staff will review the applicant's completed file. The applicant will then be notified of the committee's decision.

Applicants for the MATUL program must submit the following:

- Transcript of bachelor's degree from an accredited institution recognized by the U.S. Department of Education.
- Evidence of academic capacity and personal maturity for graduate field study in resource-poor communities as communicated through GPA, personal references (one academic reference and one pastoral reference), and the applicant's spiritual autobiography and urban ministry essay.
- Evidence of sufficient written and oral ability in English to make progress in the degree program. Review requirements listed in the English Proficiency Requirements (p. 17) section of this catalog.
- APU graduate application form with application fee attached.
- In addition to cognitive standards, applicants are required to meet physical-sensory standards adequate for extended cross-cultural situations of high stress.

| Code | Title | Units |
|--|---|-------|
| Curriculum for Domestic Urban Program | | |
| Core Courses (31 units) | | |
| TUL 500 | Biblical Theology in an Urban Context | 3 |
| TUL 520 | Urban Spirituality | 3 |
| TUL 540 | Urban Reality and Theology | 3 |
| TUL 570 | Multicultural Ministry | 3 |
| TUL 584 | Contextual and Global Theology | 3 |
| TUL 592 | The Synoptic Gospels | 3 |
| TUL 630 | Community Transformation | 3 |
| TUL 635 | Community Conflict Transformation | 3 |
| TUL 640 | Entrepreneurial and Organizational Leadership | 3 |
| TUL 671 | Research Final Project | 2 |
| TUL 675 | Research Final Project | 2 |
| Field Courses | | |
| TUL 550 | Service Among the Marginalized | 8 |
| TUL 560 | Practical Theology of Community Economics | |
| TUL 575 | Art and Community Change | |
| TUL 655 | Advocacy and the Urban Environment | |
| Total Units | | 39 |

Master of Divinity

For more information: (626) 815-6000, Ext. 5451

The Master of Divinity (M.Div.) program prepares men and women for professional ministry in the Church. Azusa Pacific Seminary faculty bring to the program a unique combination of the highest academic credentials and extensive ministerial experience.

Mission Statement

The Master of Divinity program prepares men and women for vocational ministry in the Church through a course of study comprising 74 units in theological, biblical, and ministerial studies. An important feature of the program is an intentional integration of academic and experiential components—students must engage in some form of supervised ministry during their degree program. An optional biblical studies emphasis serves students preparing for postgraduate work in biblical studies for careers teaching in colleges, universities, or seminaries through additional coursework in biblical languages and biblical studies.

Exceptions to Admission Requirements

A limited number of applicants who do not have baccalaureate degrees but have extensive ministerial experience and at least 60 units of accredited academic work may be considered for admission. For a description of the standards governing this exception, contact the Azusa Pacific Seminary dean. Students admitted under this exception must obtain a *B* or better in their first 12 units of coursework.

Program Outcomes

The program prepares ministry graduates who:

1. Model a holy life through spiritual disciplines reflecting a Wesleyan heritage of faith and love.
2. Interpret Scripture with reverent criticism, theological insight, and constructive imagination, beginning with the inductive method of Bible study, for the edification of the Church.
3. Think theologically through the Wesleyan quadrilateral (Scripture, Church tradition, reason, and experience) in a manner that is faithful to the past and responsive to the present.
4. Develop competency in the pastoral responsibilities of preaching, teaching, leadership, and pastoral care.
5. Analyze various cultural constructs and global issues in order to provide transforming leadership for the Church.

Program of Studies

The Master of Divinity program requires 74 units of coursework comprising 12 units of biblical studies, 12 units of theology and ethics, 12 units of ministry studies, 12 units in integrative core, 5 units in the professional block, 1 unit in intercultural experience, 4 units of a biblical language (which may be waived for students who have completed a year of undergraduate Hebrew or Greek), 12 units of electives, and a 4-unit capstone course.

Requirements

| Code | Title | Units |
|---|---|-----------|
| Biblical Language Requirement ¹ | | 4 |
| GBBL 500 | Elements of Greek Exegesis | |
| Biblical Studies Core | | 12 |
| GBBL 501 | Torah and Prophets: Exodus-2 Kings | |
| GBBL 511 | Biblical Interpretation: Exploring Genesis ² | |
| GBBL 532 | Paul the Pastor and Theologian | |
| Theological Studies Core | | 12 |
| GTHE 503 | Church History I | |
| GTHE 513 | Church History II | |
| GTHE 584 | Christian Theology | |
| Ministry Core | | 12 |
| GMIN 505 | Ministry Life and Leadership | |
| GMIN 516 | Christian Formation and Discipleship | |
| GMIN 548 | Pastoral Counseling and Church Health | |
| Integrative Core | | 12 |
| GINS 507 | The Bible and Preaching | |
| GINS 526 | Ethics and Worship | |

| | | |
|--|-------------------------------------|-----------|
| GINS 542 | The Gospels and Christology | |
| Professional Block | | 5 |
| GMIN 567 | Community Retreat | |
| GMIN 569 | Mentored Ministry | |
| GMIN 569 | Mentored Ministry | |
| GMIN 569 | Mentored Ministry | |
| GMIN 569 | Mentored Ministry | |
| Intercultural Experience (select one) | | 1 |
| GBBL 589 | Bible Lands Study Tour ³ | |
| GURS 589 | Urban Immersion LA ⁴ | |
| Capstone | | 4 |
| GMIN 618 | M.Div. Capstone | |
| Electives | | 12 |
| Total Units | | 74 |

¹ 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, or GBBL 510 and GBBL 520

² GBBL 511 is a prerequisite to all GBBL courses, GINS 507, and GINS 542.

³ Student cost will include airfare and expenses on the land tour.

⁴ Students may opt for GURS 589 to complete the requirement for Intercultural Experience.

Additional Degree Requirements

Supervised Ministry

All students in the 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, students must maintain at least a 2.7 grade-point average.

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: Biblical Studies

For more information: (626) 815-6000, Ext. 5655

Requirements

| Code | Title | Units |
|---------------------------------------|---|-----------|
| Biblical Language ¹ | | 8 |
| Select one of the following: | | |
| GBBL 510 & GBBL 520 | New Testament Greek I and New Testament Greek II | |
| GBBL 530 & GBBL 540 | Hebrew I and Hebrew II | |
| Biblical Studies Core | | 12 |
| GBBL 501 | Torah and Prophets: Exodus-2 Kings | |
| GBBL 511 | Biblical Interpretation: Exploring Genesis | |
| GBBL 532 | Paul the Pastor and Theologian | |
| Theological Studies Core | | 12 |
| GTHE 503 | Church History I | |
| GTHE 513 | Church History II | |
| GTHE 584 | Christian Theology | |
| Ministry Core | | 12 |
| GMIN 505 | Ministry Life and Leadership | |
| GMIN 516 | Christian Formation and Discipleship | |
| GMIN 548 | Pastoral Counseling and Church Health | |

| | | |
|--|--|-----------|
| Integrated Studies Core | | 12 |
| GINS 507 | The Bible and Preaching | |
| GINS 526 | Ethics and Worship | |
| GINS 542 | The Gospels and Christology | |
| Mentored Ministry | | 5 |
| GMIN 567 | Community Retreat | |
| GMIN 569 | Mentored Ministry ² | |
| Intercultural Experience (select one) | | 1 |
| GBBL 589 | Bible Lands Study Tour | |
| GURS 589 | Urban Immersion LA | |
| Capstone | | 4 |
| GMIN 618 | M.Div. Capstone | |
| Biblical Studies Emphasis | | 8 |
| Select two of the following: ³ | | |
| GBBL 512 | The Gospels' Witness to Christ | |
| GBBL 522 | The Gospel of Mark | |
| GBBL 552 | Epistle to the Romans | |
| GBBL 561 | Psalms as Resource for Ministry | |
| GBBL 562 | Biblical Foundations of Worship | |
| GBBL 591 | Isaiah | |
| GBBL 611 | Old Testament Seminar | |
| GBBL 612 | New Testament Seminar | |
| GBBL 621 | Jeremiah | |
| GBBL 622 | The Church of the First Century | |
| GBBL 631 | Early Judaism: The Writings and the Dead Sea Scrolls | |
| GBBL 632 | The New Testament World | |
| GBBL 641 | Theological Themes of the Old Testament | |
| GBBL 651 | Scripture and Canon | |
| GBBL 661 | Women in the Bible and Church History | |
| Total Units | | 74 |

¹ 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, or GBBL 510 and GBBL 520

² Repeated for four units.

³ A second biblical language can also be used to fulfill the biblical studies emphasis.

Time Limit

The Master of Divinity with an emphasis in Biblical Studies 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.

University Libraries

Accreditation

Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC). (<https://www.wascsenior.org>)

Admission

University graduate admission and program acceptance requirements must be met before an application is complete (see Admission to the University (p. 13)). **Program-specific application requirements are available online** (<http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program>).

International applicants should contact the International Center first at +1-626-812-3055 or international@apu.edu.

Learn more (<http://www.apu.edu/library>) about the University Libraries.

Master's:

- Master of Arts in Education: School Librarianship with an Embedded Teacher Librarian Services Credential (online) (p. 540)

Credential:

- Teacher Librarian Services Credential (Online) (p. 541)

EDUC 501, Language Structure and Use, 3 Units

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 Units

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 Units

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 Units

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 Units

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 Units

This course focuses on community dynamics, community building, and parent involvement as essential components in education. Students engage in utilizing asset-based community building strategies in educational practice as they map their school communities, conduct capacity inventories, and develop action plans for parent/community involvement. Students also discuss and define their role in building strong partnerships with all families, especially those in low-income communities of color. Successful school reform models of parent involvement are examined along with their connection to higher student achievement.

EDUC 508, Assessment and Evaluation in Multicultural Classrooms, 3 Units

This course reviews the uses, demands, and limitations of formal, standardized testing practices and embraces assessment of 21st Century Skills. Students explore informal observational assessment, student self-assessment, parental involvement, portfolios, criterion- and performance-based assessment, and assessing critical thinking, creativity, citizenship, collaboration, and problem-solving. The course also provides an introduction to Smarter Balanced Assessment protocols. Finally, students explore ways to assess and improve their own instructional programs and teaching.

EDUC 509, Special Topics in Education, 3 Units

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 Learning and Technology, 1 Unit

This course focuses on introducing and developing proficiency with the essential skills necessary for the Master of Arts in Education: Learning & Technology emphasis. Students utilize a variety of applications and skills necessary for competency in the program. This course must be taken in the first term of the program.

EDUC 512, Instructional Applications of Productivity Software, 3 Units

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 Units

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 Units

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 Units

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 517, Digital Imaging in the Classroom, 3 Units

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 Units

This course focuses on the use of technology to make connections with global learning communities in order to strengthen cultural, environmental, and sociopolitical understanding. Students engage their own classrooms in global learning projects as a vehicle to promote cross-cultural literacy, a necessary skill for the global workforce and 21st century.

EDUC 519, Document Design for the Classroom, 3 Units

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 Units

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 Units

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 Units

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 Units

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 Units

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 Learning and Technology, 2 Units

The primary focus of this capstone experience is a research-designed multimedia eportfolio that showcases skills and concepts the student has acquired in the Master of Arts in Education: Learning & Technology program. This capstone course incorporates each student's research, use of applied technologies in learning and technology, a growth assessment, a comprehensive eportfolio and 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 Units

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 530, Introduction to Research for Practitioners, 1 Unit

This introductory course enables master's degree candidates to develop an understanding of the research process by introducing the basic principles of research and academic writing. Candidates identify the elements of high-quality empirical work, compare qualitative and quantitative methods, and understand research design issues. Through activities integrating theory with practice, students learn how to locate, value, and synthesize other relevant research, identify ethical usage, and utilize appropriate formatting.

EDUC 536, Family, Community, and School Connections, 3 Units

This course focuses on community dynamics, community building, and parental involvement as essential components in education. Successful school reform models of parental involvement are examined, along with their connection to higher student achievement. Master's degree candidates discuss and define their role in building strong partnerships with all families, especially those in underserved communities. They utilize asset-based community building strategies in educational practice as they explore their school communities and conduct capacity inventories. Candidates develop an ethnography representing their deepening understanding of who their students are, how the families and communities in which they are embedded help shape them, and how they can utilize this knowledge to enhance holistic development of students through their practice.

EDUC 537, Curriculum Development, Revision, and Evaluation Process, 3 Units

This course applies a systems approach to curriculum design through examining the phases of the process, including analysis, design, development, and evaluation. Master's degree candidates are introduced to keys of effective curriculum design, including setting goals and developing clear and measurable objectives; determining related learning activities and resources to promote learning and accomplish objectives; designing and/or selecting appropriate forms of assessment (formative and summative) to chart student progress; and using multiple forms of feedback for assessing instructional effectiveness, to inform future modifications and revisions. Students learn the purpose of and approach to each phase of the instructional design process and create products for each phase in completing a curriculum design project.

EDUC 538, Current Issues in Education, 3 Units

In this course, master's degree candidates investigate, analyze, discuss, and propose solutions for the most significant problems, concerns, and challenges in education today. The course includes four areas of concentration: curriculum with a focus on instructional design, teaching practice, school organization, and the politics of education. Candidates study current research relevant to course topics, analyze varying perspectives, and evaluate them in terms of teaching and learning effectiveness as well as the quality of life in the school community. Through compilation and synthesis of empirical work on a specific topic area, candidates craft a literature review to demonstrate expertise in current trends and future directions of research.

EDUC 539, Capstone Seminar, 2 Units

Culminating the M.A. completer courses, the capstone seminar builds on the coursework representing students' repertoire of academic preparation throughout the credential and master's programs. Master's candidates create and compile assignments in an efolio profiling their professional identities (personal philosophy, identity and dispositions narrative), their scholarly work (ethnography, curriculum assessment, literature review), and their practical applications (lesson and unit plans, classroom management) in the classroom. This seminar refines and contributes further to a body of work representing the teacher candidate's accomplishments and professional identity. Finally, candidates enhance their understanding and experience of a community's connection to the school environment.

Prerequisites: All prior emphasis courses.

EDUC 540, Essentials in Learning and Technology, 1 Unit

This course focuses on introducing and developing proficiency with the essential skills necessary for the Master of Arts in Education: Learning and Technology emphasis. Students utilize a variety of applications and skills necessary for competency in the program. This course must be taken in the first term of the program.

EDUC 541, Emerging Literacy, K-12, 3 Units

This course focuses on the emerging literacy needs of K-12 students who are at beginning or minimal levels of processing reading and writing effectively for meaning, including English language learners with distinct literacy development needs. Students examine sound socio-psycholinguistic insights into the nature and development of reading and writing processes and explore the critical conditions that help learners become more strategic, self-aware readers and writers. Included in the course are investigations into structuring balanced literacy experiences, guided reading and writing, literacy-enriched environments, quality reading materials, meaningful records of growth, and other practices which increase students' pleasure, value, and success in their literate lives.

EDUC 542, Bilingual Methods for Primary Language Instruction, 3 Units

This course covers bilingual instructional strategies for teaching in students' primary language and English. Students review procedures for selecting, adapting, and using primary language materials; they also evaluate the effectiveness and relevancy of such materials for students.

EDUC 544, Educational Equity and Cultural Diversity in a Pluralistic Society, 3 Units

The focus of this course is a reflective examination of several variables affecting educational success and failure for students who are linguistically, culturally, and economically different, as well as the special needs students. These variables include ethnicity, race, religion, exceptionality, language, socio-economic status, geographical region, and sexual orientation issues. It addresses the school's cultural format of an educational setting, and the social forces in the wider community, all of which impact students' ability to learn. Teacher candidates develop ways to uncover more aspects of cultural diversity among their students and evaluate culturally appropriate response strategies that enhance learning opportunities. The underlying assumption of the course is that the achievement of equity and maintenance of cultural diversity in pluralistic democracies are not only desirable goals, but also necessary for political unity, social stability, and sustained economic development.

EDUC 546, Digital Communications, 3 Units

This course engages students in collaborative, investigative, and reflective learning opportunities through the exploration of relevant digital communication tools. Attention is given to current modes of communication that utilize a digital platform, and effective strategies for implementation within teaching/learning environments.

EDUC 547, Special Topics in Educational Technology, 3 Units

The current technologies, trends, and a variety of special topics, in educational technology are explored. This course covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into relevant teaching/learning environments. Different topics may be taken and repeated for credit.

EDUC 548, Emerging Trends in Technology, 3 Units

This course covers 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.

EDUC 549, Capstone Experience in Learning and Technology, 2 Units

The primary focus of this capstone experience is a research-designed multimedia eportfolio that showcases skills and concepts the student has acquired in the Master of Arts in Education: Learning and Technology program. This course incorporates each student's research, use of applied technologies in learning and technology, a growth assessment, a comprehensive eportfolio, and defense. The 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 550, Introduction to Research for Practitioners, 1 Unit

This introductory course enables master's degree candidates to develop an understanding of the research process by introducing the basic principles of research and academic writing. Candidates identify the elements of high-quality empirical work, compare qualitative and quantitative methods, and come to understand research design issues. Through activities integrating theory with practice, students learn how to locate, value, and synthesize other relevant research, identify ethical usage, and utilize appropriate formatting.

EDUC 554, Instructional Principles and Practices, 3 Units

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.

EDUC 555, Comparative Education: A Global Perspective, 3 Units

This course examines the philosophical, theoretical, and practical basis of educational systems across the world: organization, administration, policy, and practice. The roles of education practitioners, students, parents, and community members are discussed. Students also examine the role of nation-states in developing educational systems and the mission of education in global societies.

EDUC 556, Historical and Philosophical Perspectives of Disability Studies, 3 Units

This course explores and analyzes the historically key definitions of disability in light of the major theories, methodological approaches, and proposed public policy uses that have shaped them. It also considers how civil rights, human rights, self-determination, social policy, and participative action research have influenced disability studies. A diverse set of current and historical research articles on disability studies is analyzed to model the ways in which different research topics have been addressed and introduce how current research can stimulate future studies. Emphasis is given to the formulation of important research questions and the development of testable hypotheses based on previous theory, literature, and experience, as master's candidates begin to develop initial sections of their capstone research project.

EDUC 557, Current Trends in Curriculum and Disability Studies, 3 Units

This course explores and analyzes current key definitions of disability in light of the major theories, methodological approaches, and proposed public policy uses that shape them, and investigates current issues related to curriculum and instruction, alongside discussion of trends in supervision, administration, and teacher education. A diverse set of current research articles in disability studies is analyzed to provide examples and raise questions about how different research topics are being addressed. Emphasis is given to the importance of research design in providing valid and reliable results that enhance knowledge in developing the design of each student's capstone research project.

EDUC 558, Guided Research Project, 3 Units

This advanced course enables master's degree candidates in special education to become informed users and designers of educational research. Building upon earlier courses, candidates continue to examine educational research within the special education framework, with an emphasis on consumption, design, and application. Through activities integrated with their own inquiry processes, candidates refine their ability to locate, value, and synthesize relevant research, as well as select and employ appropriate research approaches, procedures, data sources, and analytical methods. Using these skills, candidates incorporate the sections drafted in previous research core courses to develop and implement a cohesive, data-driven research plan for their own classroom or school-based inquiry, using qualitative, quantitative, or mixed-methods approaches, as appropriate. Standards for writing research papers are also highlighted. Candidates complete the capstone project and submit findings in the Procedures and Findings section.

EDUC 559, Procedures and Findings, 2 Units

This course is a sequel to the Guided Research Project section, and is designed to help researcher-educators develop the capstone reporting processes and procedures sections, as well as to refine and submit the completed project. Candidates continue to examine educational research within the special education framework. Through quantitative, qualitative, and mixed methods, candidates incorporate all pieces developed in previous research core courses and implement, analyze, and report findings for their data-driven research plan. Candidates work independently, provide feedback to and receive feedback from peers, and hold conference with their instructor to review their data analyses and results, and to effectively revise and edit their completed project. This course enables candidates to complete their own research inquiry process and submit a final research report.

Prerequisites: All prior emphasis courses

EDUC 571, Curriculum Foundations, 3 Units

This master's degree core course is designed to prepare candidates with both a practical and theoretical understanding of curriculum in schooling. The course offers a study of the various approaches of curriculum construction and organization in the schools by examining the principles of curriculum improvement, change, and evaluation. The focus is on the theories, research, and best practices related to planning and developing curriculum and its implementation in schools and classrooms in order to address the needs of students in diverse communities.

EDUC 572, Advanced Educational Psychology, 3 Units

Professional educators apply the latest research findings of contemporary psychologists and educational pedagogies to the challenges of classroom motivation, classroom management, individual differences, learning styles, and evaluation modes. P-12 human development and brain-based learning are incorporated in this course. An emphasis of this course is applying theories into practice.

EDUC 573, Philosophy/Ethics and History of Education, 3 Units

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 Units

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 589A, Research for Educators: Beginning Process, 2 Units

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 Credentialing program

EDUC 589B, Research for Educators: Finish Reporting, 1 Unit

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 599, Readings in Education, 1-4 Units

EDUC 600, Practicum Instructional Planning and Classroom Management, 3 Units

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 Units

Participating teachers work closely with their university support provider to collect, review, and analyze assessment data from their preliminary credentialing 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 Units

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 Units

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 661, Clear Induction Orientation, 3 Units

This is the introductory course for the Clear Administrative Services Credential (CASC) Program, an advanced training program, which offers quality mentoring and coaching appropriate to the professional needs of individuals in leadership positions in public and private schools.

EDUC 662, Individualized Induction Plan Implementation and Professional Development I, 3 Units

In this course, candidates will focus on completing the goals in their Individual Induction Plan (IIP) and professional development activities correlated to the goals. The course supports the development of candidates' knowledge, skills, and dispositions through their current administrative assignment. All goals in the IIP are aligned with the California Professional Standards for Educational Leaders (CPSEL).

Prerequisite: EDUC 661

EDUC 663, Individualized Induction Plan Implementation and Professional Development II, 3 Units

In this course, candidates will continue to focus on completing the goals in their Individual Induction Plan (IIP) and professional development activities correlated to the goals. The course supports the development of candidates' knowledge, skills, and dispositions through their current administrative assignment. All goals in the IIP are aligned with the California Professional Standards for Educational Leaders (CPSEL).

Prerequisites: EDUC 661, EDUC 662

EDUC 664, Clear Induction Assessment, 3 Units

In this course, candidates will complete their Individual Induction Plan (IIP) goals and their year #2 required professional development activities. The course continues to support the development of candidates' knowledge, skills, and dispositions through their current administrative assignment. Summative assessment and reflection will be an integral component of this course.

Prerequisites: EDUC 661, EDUC 662 and EDUC 663

EDUC 702, Proseminar in Educational Leadership, 1 Unit

As a required course for all incoming doctoral students in the Educational Leadership program, the proseminar has three primary goals: 1) to orient students to the intellectual life of doctoral study; 2) to provide opportunities for students to become familiar with steps and procedures required for successful completion of the doctoral program, including a plan and timeline for accomplishing major academic and professional milestones; and 3) to introduce students to the technology, tools, and academic resources needed for doctoral study, including use of the Azusa Pacific University library catalog and databases. The proseminar provides an early opportunity for students to prepare for the rigors of doctoral work and to become familiar with the culture and expectations of the Educational Leadership program. All proseminar activities are designed to help students develop connections with each other and with the faculty to create a community of learners and scholars.

EDUC 710, Developing the Leader Within, 2 Units

Leadership impact and influence - positive or negative - are greatly related to the skills, values, and principles of the leader. This course will focus on the mental, ethical, psychological, spiritual, and emotional aspects of leadership, both in the context of the literature, as well as through use of various assessments. These will include guided self-reflection and a 360-degree assessment by those within the leader's span of influence. Patterns of leadership failure will also be explored.

EDUC 712, Leading Change in Education: Theory to Practice, 3 Units

This course examines leadership, organizational development, and change theories, with particular application to contemporary public K-12 environments - classroom, school, district, state, and national arenas. The emphasis is on the role of leader as change agent within systems and/or organizations but also on the impact of change on individuals and communities. Theoretical as well as practical perspectives relative to the nature of leadership will be balanced in the context of discussion of the implications for practice. Leadership in the context of organizational culture, communication, motivation, integrity, and change will be incorporated throughout the course.

Prerequisite: EDUC 710

EDUC 713, Diversity and Equity in Education, 3 Units

Students examine diversity and equity issues impacting P-12 students, schools, and communities. Relevant theoretical perspectives are explored 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, and other topics that call for reflection and the student's ability to intervene as needed.

EDUC 716, Educational Policy: Analysis, Praxis, and Reform, 3 Units

The purpose of this course is to prepare students to critically analyze, formulate, and implement educational policies and practices that advance the achievement of P-12 students. Theory and praxis aligned to federal, state, local, and district policies will be examined. The impact of historical and current legislative trends, (such as school funding policies, accountability, and certification processes), will be appraised, interpreted, and critiqued. Implications for various student populations will be considered.

EDUC 718, Group Dynamics and Conflict, 2 Units

This course is focused on group dynamics and conflict that arise in all work groups. The roles of all individuals within the group, with focus on leadership styles, healthy group conflict, resolving conflict, and techniques for improving group decision making are explored, and ethical and legal issues related to group interventions are discussed.

EDUC 719, Special Topics in Educational Leadership, 3 Units

This course will serve as a "contemporary issues" course for the EdD in Educational Leadership, providing an opportunity to focus in depth on issue(s) in the ever-changing field of public K-12 education, incorporating a fieldwork component to enhance integrated learning, drawing from themes of earlier classes in the program. It will take one of two forms: 1) traditional classroom-based course, with a lead faculty and special speakers who provide "real-time" expertise to the particular specialty topic; 2) travel course to look at K-12 educational issues at a state, national, or international level.

EDUC 722, Strategic Planning for Educational Systems, 3 Units

This class focuses on the theory and practice of strategic planning in education systems. The course will introduce various approaches to designing and conducting strategic planning processes, including specific techniques for conducting environmental scans, SWOT analyses, strategic issue identification, and strategy formulation. This course includes an embedded fieldwork component.

EDUC 723, Legal Issues and Crisis Management in Schools, 3 Units

This course is designed to prepare students to function as school leaders in the areas of legal issues and crisis management. During this course, students will be introduced to a number of critical legal issues in schools, including suspension and expulsion, manifestation determination, student records, school safety, and privacy, including internet privacy. Students will also explore issues related to school crisis, including crisis planning, crisis teams, crisis response, and district-level and school-level issues. Each student will critique several districts' crisis plans, and will develop a crisis plan. This course includes an embedded fieldwork component.

EDUC 724, Ethical Leadership in Education, 3 Units

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.

EDUC 731, Achievement Motivation, 3 Units

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 734, Teaching Strategies for Diverse Learners, 3 Units

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 Units

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 Units

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 746, Advanced Data Analysis, 3 Units

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 Units

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 760, The Nature of Inquiry in Education, 2 Units

The Nature of Inquiry offers students an opportunity to begin exploring key aspects of the research process - question formulation, literature search and review, research design, data collection and analysis, drawing conclusions, and identifying implications. Students will be given the opportunity to enhance their skills in locating and evaluating the literature of the field, exploring scholarly writing, and identifying possible dissertation topics.

Corequisite: EDUC 761

EDUC 761, Introduction to Educational Research, 2 Units

The course introduces quantitative and qualitative research designs. Students examine the role of theory, research, and its applications to practice in education. Statistical concepts, such as hypothesis testing, basic descriptive and inferential statistics are presented in relation to quantitative research designs. Students experience hands-on computer applications with SPSS software. Qualitative approaches to research are also explored through reading and evaluating empirical research.

Corequisite: EDUC 760

EDUC 762, Quantitative Inquiry in Education, 3 Units

This course introduces students to quantitative inquiry methods and applications of statistical procedures to practical educational research problems. Emphasis is placed on inferential and univariate statistics and various multivariate analysis techniques such as multiple regression, factorial ANOVA, multivariate ANOVA, and repeated measures. Students develop an understanding of the relationship between statistics and research design and learn to choose and apply the most appropriate statistical procedures in correlational and experimental studies.

Prerequisites: EDUC 760 and EDUC 761

EDUC 765, Ethical Dilemmas in Educational Leadership, 3 Units

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.

EDUC 767, Qualitative Inquiry in Education, 2 Units

This course aims to introduce the perspectives, purposes, designs, analysis, interpretation and reporting of qualitative research in the field of education through reading and discussion of exemplifying articles. Ethnography, phenomenology, narrative inquiry, case study, grounded theory and qualitative evaluation studies are among the designs examined. The data collection methods of observation, interviewing, and document analysis will be studied and practiced.

Prerequisites: EDUC 760 and EDUC 761

EDUC 768, Methods of Data Collection and Analysis, 2 Units

The course addresses methods of data collection and analysis procedures for quantitative and qualitative research. Probability and non-probability samplings and purposive sampling, instrument designs will be discussed. Data analysis methods will be practiced.

Prerequisites: EDUC 762 and EDUC 767

EDUC 769, Program Evaluation in Education: Assessment for Decision Making, 3 Units

This course introduces the skills and knowledge of the field of program evaluation and their application to educational programs. In addition to understanding and identifying the issues and problems that threaten validity and reliability in program evaluations, students learn to be thoughtful consumers of evaluations as well and produce 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, design and execute a program evaluation, and report the decision(s) based on the findings. This course includes an embedded fieldwork component.

Prerequisite: EDUC 768

EDUC 770, Dissertation Milestone: Writing the Introduction, 1 Unit

The purpose of the course is to assist students in identifying a research interest, narrowing and refining that interest, and identifying research questions that are directly tied to the research goals. Emphasis is placed on framing a research topic within the context of existing literature as a starting point for the dissertation, and developing a rationale for why the research is necessary and potentially valuable to the discipline. Upon successful completion of EDUC 770 students will have an initial draft of the dissertation introduction (Chapter 1) that provides an overview of the proposed dissertation inquiry.

Prerequisites: EDUC 760 and EDUC 761

EDUC 771, Dissertation Milestone: Literature Review, 2 Units

This course is designed to facilitate the writing process of the literature review for students' dissertation topics. In addition to foundational academic writing skills such as structure, style, and voice, the course addresses higher-level critical thinking skills required for educational research including analysis, synthesis, and evaluation of existing scholarly literature. Upon successful completion of EDUC 771 students will have an initial draft of the dissertation literature review (Chapter 2).

Prerequisite: EDUC 770

EDUC 772, Dissertation Milestone: Dissertation Proposal, 2 Units

This course serves as a checkpoint assessment of students' readiness to complete their dissertation. Emphasis is placed on preparing a well-designed dissertation proposal that identifies the connection between the research questions, scholarly literature, and methodology. Upon successful completion of EDUC 772 students will have a draft overview of the dissertation methodology (Chapter 3), IRB application, and dissertation proposal.

Prerequisite: EDUC 771

EDUC 773, Dissertation Milestone: Data Collection, 1 Unit

The purpose of this course is to assist students in collecting research data with tests, self-report measures, questionnaires, interviews, observations, documents, or audio-visual materials. Emphasis is placed on enhancing the quality and credibility of the qualitative data and building the validity and reliability of the quantitative data. Upon successful completion of EDUC 773 students will have collected the data that they proposed. This course can be repeated in the following semester if data collection is not completed.

Prerequisite: EDUC 772

EDUC 774, Data Collection and Analysis for Dissertation, 1 Unit

This course is designed to guide and enable students to engage in data analysis processes for their dissertation. During the course students will work with their dissertation committee and meaningfully analyze the qualitative and quantitative data collected. Upon completion of EDUC 774 students will have prepared and analyzed the data they have collected using appropriate measures and techniques.

Prerequisite: EDUC 773

EDUC 776, Dissertation Milestone: Results, Discussion, and Conclusion, 2 Units

The purpose of this course is to guide students in providing an in-depth interpretation, analysis, and synthesis of the dissertation results. During this course students will work with their committee members to explore their dissertation findings in light of the study's research questions, literature review, and conceptual framework. Emphasis will be placed on providing students an opportunity to reflect thoroughly on the study's findings and the practical and theoretical implications. Upon completion of EDUC 776 students will have developed their Findings (Chapter 4), Discussion of Findings (Chapter 5), and Conclusion (Chapter 6) toward completion of the dissertation.

Prerequisite: EDUC 774

EDUC 777, Dissertation, 2 Units

After completing all other program coursework requirements, Ed.D. students work with their dissertation committee in conducting a doctoral-level research project in educational leadership. Students enroll for two units of dissertation credit and must re-enroll each semester until the dissertation is completed and successfully defended.

Prerequisite: EDUC 774

EDUC 794, Dissertation Research, 3-6 Units

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 Units

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 799, Readings in Educational Leadership, 1-3 Units

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.

LIB 500, School Library Media Center Management, 3 Units

This course focuses on the administration of school library media centers in terms of planning, facilities, budgeting, marketing, legal concerns, community relations, policy development, supervision and program evaluation. It emphasizes the professional ethics and responsibilities of teacher librarians in facilitating access to information in a 21st century digital age.

LIB 505, Collection Development in School Libraries, 3 Units

This course focuses on the theoretical and practical aspects of the selection, evaluation, acquisition, and management of collections in school libraries to support curriculum and encourage reading for pleasure. Students investigate criteria, tools, procedures, and policies and the impact of technology on collection development practices.

LIB 510, Learning Resources for Elementary Schools, 3 Units

This course focuses on children's literature, multiple literacies, library programming and other resources for elementary school students in a 21st century digital age. Anti-bias, analytical criteria are used to ensure inclusive books and materials of instructional merit that enrich literacy experiences in diverse, global societies and foster lifelong learning.

LIB 515, Learning Resources for Secondary Schools, 3 Units

This course focuses on young adult literature, multiple literacies, library programming and other resources for secondary school students in a 21st century digital age. Anti-bias, analytical criteria are used to ensure inclusive books and materials of instructional merit that enrich literacy experiences in diverse, global societies and foster lifelong learning.

LIB 520, Organization and Cataloging of Learning Materials/Resources, 3 Units

This course focuses on the theory and practice of bibliographic control and classification of print and nonprint information resources, including ebooks and other digital materials for the school library media center. Students apply cataloging standards, AACR2, MARC21, Dewey, LCC, and OCLC, as well as subject analysis tools, Sears, and LCSH.

LIB 525, Information Retrieval and Reference Services, 3 Units

This course focuses on the location, retrieval and evaluation of print and nonprint resources, including digital materials for the school library media center. Students model teaching information searching skills, use reference interview strategies that meet the needs of diverse learners, and utilize advanced online search techniques.

LIB 530, School Library-Classroom Partnerships, 3 Units

This course focuses on the role of teacher librarians as professional development leaders forming curricular partnerships with classroom teachers and applying instructional design models to assist in the access and development of 21st century resources for collaborative teaching and learning.

LIB 535, Library Media Technologies, 3 Units

This course focuses on information and digital literacy in multiple learning environments, transliteracy, and the cycle of information, technology resources, and tools for digital citizenship. Students apply basic principles for evaluation, selection, and application of software, hardware, and Internet/digital technologies, and demonstrate ethical, legal, and safe uses of information in media and online resources. There are opportunities for designing multimedia materials for face-to-face and online instruction.

LIB 540, Current Topics in School Media Centers, 3 Units

In this course, students discuss, investigate, analyze, evaluate and propose solutions for the most significant problems, concerns, and challenges in school library media centers in a 21st century, global, digital age. They study trends in librarianship, practices in curriculum, instruction, literacy, diversity, technology and other issues that impact the role of teacher librarians in schools and communities.

LIB 545, Information, Transliteracy and Digital Multiple Environments, 3 Units

The course is designed to meet the Special Class Authorization on information and digital literacies for California teacher librarians in addressing the technology needs of 21st Century P-12 global learners. This is an option to meet the new standards, 10 and 11, from Commission on Teacher Credentialing (CTC) for California teacher librarians. Students must be enrolled in the Teacher Librarian Services Credential program.

LIB 550, Field Experiences for the Teacher Librarian, 3 Units

In this course, students engage in practical field experiences in diverse P-12 school library media centers, linking theory and practice from prior courses to reinforce the role of teacher librarians as ethical, professional information specialists and skilled instructional leaders in their field who facilitate access to information in a global, digital age and are strong advocates for equity, literacy and social justice in democratic societies.

Faculty

Dean

Paul Gray (<http://www.apu.edu/library/faculty/pgray>), Ed.D., University Libraries

Chair, Department of Library and Information Studies

Maria Pacino (<http://www.apu.edu/library/faculty/mpacino>), Ed.D.

Professors

Paul Gray (<http://www.apu.edu/library/faculty/pgray>), Ed.D.

Maria Pacino (<http://www.apu.edu/library/faculty/mpacino>), Ed.D.

David Harmeyer (<http://www.apu.edu/library/faculty/dharmeyer>), Ed.D.

Associate Professor

Denise Gehring (<http://www.apu.edu/library/faculty/drgehring>), M.S.

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

This online master's degree (<http://www.apu.edu/library/programs/schoollibrarianship>) is offered in conjunction with the Teacher Librarian Services Credential (p. 541). The school librarianship program is for credentialed teachers who seek to earn both a Teacher Librarian Services Credential as well as a master's degree in the same field. The master's degree can be obtained by completing two additional courses beyond the required credential courses.¹ Teacher librarians serve as school and district librarians and media specialists. This program is offered completely online.

¹ 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, across the nation, and around the world.

Course Requirements

| Code | Title | Units |
|-----------------------------------|---|-------|
| Core Requirements | | |
| EDUC 571 | Curriculum Foundations | 3 |
| EDUC 572 | Advanced Educational Psychology | 3 |
| Concentration Requirements | | |
| LIB 500 | School Library Media Center Management | 3 |
| LIB 505 | Collection Development in School Libraries | 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 ^{1,2} | 3 |
| Approved transfer units | | 3-6 |
| Total Units | | 36 |

¹ Students must complete 5 LIB courses prior to taking LIB 550.

² Fieldwork is required in both elementary and secondary settings.

NOTE: Classes are offered only once per year.

Laptop Requirements

- A Mac or PC desktop or laptop computer that meets the minimum requirements. Contact the program director for specifications.
- 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 or newer)
- Latest version of Firefox, Safari, or Internet Explorer
- Microsoft Office

Additional Requirements

- Look for a letter from the Office of Graduate and Professional Admissions (<http://www.apu.edu/graduateprofessionalcenter/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 eight-week session.
- Students must sign up for Taskstream.

NOTE: To see information regarding other credentials and degree programs for teachers, please visit apu.edu/education/.

Teacher Librarian Services Credential (Online)

The Teacher Librarian Services Credential at Azusa Pacific University is an online program that 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, other states, and around the world.

Course Requirements

| | | |
|-------------------------|---|-----|
| LIB 500 | School Library Media Center Management | 3 |
| LIB 505 | Collection Development in School Libraries | 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 ^{1,2} | 3 |
| Approved transfer units | | 3-6 |
| Total Units | | 30 |

¹ Students must complete five LIB courses prior to taking LIB 550.

² Fieldwork is required in both elementary and secondary settings.

NOTE: Classes are offered only once per year.

Laptop Requirements

- A Mac or PC desktop or laptop computer that meets the minimum requirements. Contact the program director for specifications.
- 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 Firefox, Safari, or Internet Explorer
- Microsoft Office

Additional Requirements

- Teaching credential
- English Language Authorization

- Look for a letter from the Office of Graduate and Professional Admissions (<http://www.apu.edu/graduateprofessionalcenter/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 seven units per eight-week session.
- Students must sign up for Taskstream.

Special Class Authorization in Information and Digital Literacy (Online)

Requirements

Teacher Librarian Services Credential

Additional Requirements

LIB 545 - Information, Transliteracy and Digital Multiple Environments

Professional Programs

Azusa Pacific's professional bachelor's completion programs are designed for students who have transferable college credit and want to finish their degree at APU. The minimum number of units required to transfer varies by program. Explore APU's professional program offerings by academic area:

School of Behavioral and Applied Sciences

- Bachelor of Arts in Criminal Justice (p. 180)
- Bachelor of Arts in Psychology (p. 250)

School of Nursing

- Bachelor of Science in Nursing (p. 495)(BSN) (p. 495) (2+2 Upper Division Transfer Program) (p. 495)
- Licensed Vocational Nurse (LVN) to Bachelor of Science in Nursing (BSN) (p. 497)
- Accelerated Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) (also online) (p. 499)

General Education Requirements for Professional Undergraduate Students

APU's General Education program comprises five major outcome areas, and all of these requirements must be met by approved classes:

- Intellectual and Practical Skills
- Knowledge of Human Cultures and the Physical and Natural World
- Biblical, Theological, and Philosophical Formation
- Personal and Social Responsibility
- Integrative and Applied Learning

All courses approved to satisfy General Education requirements are identified in the class schedule and are included on the list of approved General Education courses. This list is available through the Graduate and Professional Registrar (<http://www.apu.edu/graduateprofessionalcenter/registrar>). Additional courses may be approved in the future.

Even though students work closely with their Academic Records Counselor (<http://www.apu.edu/graduateprofessionalcenter/registrar/about/counselors>) in determining their General Education requirements, the responsibility for fulfilling these requirements is solely that of the student.

All professional undergraduate students are required to access their Web-based Advisement Report (through home.apu.edu) for information regarding their major and General Education requirements and fulfillment of these requirements. Any questions about the application of transfer classes for course requirements should be directed to an Academic Records Counselor in the Office of the Graduate and Professional Registrar.

Intellectual and Practical Skills

Inquiry and analysis, critical and creative thinking, written and oral communication, wellness, quantitative literacy, information literacy, and teamwork and problem solving

Writing 2

| | | |
|-------------|--|---|
| PRWR 260 | Writing 2: Psychology sub-disciplines and career trajectories ¹ | 3 |
| or PRWR 262 | Writing 2: Criminal Justice Research Methods | |
| or UNRS 306 | Writing 2: Theoretical Frameworks in Nursing | |

Writing 3

| | | |
|--------------------------------|--|-----|
| PRCJ 496 | Writing 3: Senior Capstone in Criminal Justice | 3-4 |
| or PRPS 362 | Research Methods in Psychology | |
| or UNRS 496 | Writing 3: Ethics and Issues in Health Care | |
| or RNRS 458 (Pending Approval) | | |

Oral Communication

| | | |
|----------|----------------------|---|
| PRCO 111 | Public Communication | 3 |
|----------|----------------------|---|

Quantitative Literacy

| | | |
|-------------|--|---|
| PRMA 130 | Introduction to Statistics | 3 |
| or UNRS 299 | Statistics and Data Management for Nursing and Health Care | |

| | | |
|-------------|-----------------|-------|
| or PRMA 110 | College Algebra | |
| Total Units | | 12-13 |

¹ Writing 2 is waived for professional undergraduate applicants transferring in 60+ units before beginning their first APU semester.

Knowledge of Human Cultures and the Physical and Natural World

History

| | | |
|-------------|--------------------------------|---|
| PRHI 120 | World Civilizations to 1648 | 3 |
| or PRHI 121 | World Civilizations Since 1648 | |
| or PRHI 151 | United States History to 1877 | |

Literature

| | | |
|----------|-----------------------|---|
| PREN 111 | Studies in Literature | 3 |
|----------|-----------------------|---|

Fine Arts

| | | |
|----------|---------------------|---|
| PRAR 150 | Introduction to Art | 3 |
|----------|---------------------|---|

Social Science

| | | |
|-------------|------------------------------|---|
| PRCJ 110 | Intro to Criminal Justice | 3 |
| or PRPS 110 | General Psychology | |
| or PRPS 290 | Human Growth and Development | |

Natural Science with Lab

| | | |
|-------------|---------------------------|---|
| PRBI 101 | Fundamentals of Biology | 4 |
| or PRPY 140 | Introduction to Astronomy | |

| | | |
|-------------|--|----|
| Total Units | | 16 |
|-------------|--|----|

Biblical, Theological, and Philosophical Formation*

Interpretation, analysis, and application of scriptural principles

| | | |
|----------|---|---|
| PRMI 108 | Christian Life, Faith, and Ministry | 3 |
| PRBL 100 | Introduction to Biblical Literature: Exodus/Deuteronomy | 3 |
| PRBL 230 | Luke/Acts | 3 |
| PRPH 220 | Introduction to Philosophy | 3 |

| | | |
|-------------|--|----|
| Total Units | | 12 |
|-------------|--|----|

* A professional undergraduate applicant's total number of units transferred in before their first APU semester changes the Biblical, Theological, and Philosophical Formation requirements. For more information, visit General Education Information for Professional Transfer Students (p. 54).

Personal and Social Responsibility

Civic knowledge and engagement (local and global), intercultural knowledge and competence, ethical reasoning and action, and foundations and skills for lifelong learning

Civic Knowledge and Engagement

| | | |
|-------------|--|---|
| PRCJ 200 | Criminal Justice, Civic Engagement and Social Responsibility | 3 |
| or PRPO 150 | American Government | |
| or UNRS 382 | Community Health Nursing | |

Intercultural Competence

| | | |
|-------------|----------------------------|---|
| PRPS 400 | Cultural Psychology | 3 |
| or UNRS 384 | Urban/Rural Health Nursing | |

| | | |
|-------------|--|---|
| Total Units | | 6 |
|-------------|--|---|

Integrative and Applied Learning

| | | |
|-------------|-----------------------------|-----|
| PRPS 475 | Research Experience I | 2-3 |
| or UNRS 412 | Clinical Residency Nursing | |
| or PRCJ 460 | Criminal Justice Internship | |
| or PRPS 455 | Field Experience | |

or RNRS 482 (Pending Approval)

Total Units

2-3

Total APU General Education for professional students: 40-49 units

The Accelerated RN to BSN General Education curriculum is in revision, pending university approval. Check the Accelerated RN to BSN Degree Completion program (p. 499) pages for GE requirements for the 2017-18 academic year.

Faculty Development

Introduction

Faculty are called to teaching excellence and to scholarship permeated by their Christian faith. Recognizing the need for continual growth and improvement, APU supports and encourages its faculty to develop professionally and commits to fostering an atmosphere wherein academics are not simply taught, but lived.

Toward this end, in addition to a variety of colloquia, workshops, learning communities, and other resources, professional development graduate courses are offered through the Center for Teaching, Learning, and Assessment. These courses are designed for faculty, but can be taken for elective credit by graduate students if approved by a program director and the instructor.

Course Offerings

| | | |
|----------|---|---|
| GRAD 501 | Faith Integration and Curriculum Development | 3 |
| GRAD 521 | Faith Integration Writing and Publication | 3 |
| GRAD 531 | Faculty Writing Program: Preparing Journal Manuscripts | 3 |
| GRAD 532 | Faculty Writing Program: Writing Books | 3 |
| GRAD 533 | Faculty Writing Program: Faculty Writing Salon | 3 |
| GRAD 534 | Faculty Writing Program: Publishing from the Dissertation | 3 |

GRAD 501, Faith Integration and Curriculum Development, 3 Units

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, Faith Integration Writing and Publication, 3 Units

This seminar course assists faculty in the development of theological research skills for the purpose of articulation of theology with non-theological disciplines and the development of a program of research and publication in faith integration. Each student pursues a particular concept or topic for theological research. The research is applied to the participant's academic discipline. May be taken more than once.

GRAD 531, Faculty Writing Program: Preparing Journal Manuscripts, 3 Units

This course acquaints faculty with the steps in preparing a manuscript for submission to a peer-reviewed professional journal. Attention is given to journal evaluation and the steps in journal production of a peer-reviewed article. While some attention is given to writing and the writing process, the primary focus of the course is on publishing.

Prerequisites: full-time employment as APU teaching faculty, completed but unpublished research, and permission of the instructor. May be taken more than once.

GRAD 532, Faculty Writing Program: Writing Books, 3 Units

This course is offered to faculty in disciplines where book publication is normative, or faculty who have journal publications who wish to write their first book. Publisher choice, contract negotiation, and the entire publishing process are covered. Emphasis is on original research-based work.

Prerequisites: full-time employment as APU faculty, completed but unpublished research, and permission of the instructor. May be taken more than once.

GRAD 533, Faculty Writing Program: Faculty Writing Salon, 3 Units

This course serves to increase skill in academic writing and to familiarize faculty with the literature on writing impediments, collaborative peer-review, motivation, writing groups, etc. It is a collaborative, interdisciplinary writing course for work already in progress. All pre-publication writing projects are welcome: articles, fiction, textbooks, monographs, and edited works.

Prerequisites: full-time employment as APU faculty, a writing project that has been initiated but not yet completed (article or book) or is stalled, GRAD 531 or GRAD 532 or a prior history of scholarly academic publication, and permission of the instructor. May be taken more than once.

GRAD 534, Faculty Writing Program: Publishing from the Dissertation, 3 Units

This course focuses on the conversion of the dissertation to a series of journal articles or a book. Each dissertation will be 'dissected' into one or more books or peer-reviewed journal articles. Attention is also given to the potential for the dissertation and its subsequent publication to form the nidus of a program of research and publication.

Prerequisites: full-time employment as APU faculty, completed but unpublished dissertation, and permission of the instructor. May be taken more than once.

Graduate and Professional Academic Calendars

To view the current graduate and professional academic calendars, visit apu.edu/calendar/academic/.

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