



901 E. Alosta Ave.  
 Azusa, CA 91702  
 (800) TALK-APU | Fax (626) 812-3096  
 admissions@apu.edu  
 www.apu.edu/admissions/undergraduate



2008–09 Undergraduate Catalog

God First Since 1899

Christ Scholarship Community Service

# Azusa Pacific University

2008–09 Undergraduate Catalog

Azusa Pacific University



(626) 969-3434 + (800) TALK-APU + [www.apu.edu](http://www.apu.edu)

# Azusa Pacific University



## LETTER FROM THE PRESIDENT

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

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

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

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

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

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



Jon R. Wallace, DBA  
President



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

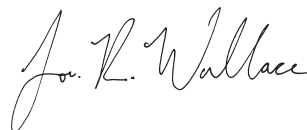
Por más de 100 años Azusa Pacific ha mantenido su lema "Dios Primero" como el más alto llamado que hacemos a nuestros estudiantes y a nosotros mismos. Creemos que cada estudiante, en el curso de su jornada con nosotros, será expuesto a una visión del mundo cristiana – una visión del mundo que mantiene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

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

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

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

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



Jon R. Wallace, DBA  
Presidente

## TABLE OF CONTENTS

<b>1. General Information</b>	<b>5</b>	<b>9. School of Behavioral and Applied Sciences</b>	<b>151</b>
<b>2. Academic Resources and Auxiliary Services</b>	<b>11</b>	Department of College Student Affairs and Organizational Leadership	<b>153</b>
<b>3. Admissions Policies</b>	<b>23</b>	Leadership (minor only)	
<b>4. Financial Information</b>	<b>33</b>	Department of Exercise and Sport Science	<b>156</b>
<b>5. Academic Policies</b>	<b>43</b>	Physical Education (major only)	
<b>6. Academic Programs</b>	<b>53</b>	Athletic Coaching (minor only)	
<b>7. Student Life</b>	<b>69</b>	Athletic Training (major only)	
<b>8. College of Liberal Arts and Sciences</b>	<b>77</b>	Department of Social Work	<b>165</b>
Humanities Program (minor only)	<b>79</b>	Social Work (major only)	
Liberal Studies/Undergraduate Education			
K-8 Program (major only)	<b>80</b>		
Department of Art	<b>84</b>		
Art (major and minor)			
Graphic Design (major only)			
Department of Biology and Chemistry			
Biology (major and minor)	<b>91</b>		
Applied Health (major only)			
Biochemistry (major only)			
Chemistry (major and minor)			
Department of Communication Studies			
Communication Studies (major and minor)	<b>99</b>		
Journalism (major only)			
Department of Computer Science	<b>103</b>		
Computer Science (major and minor)			
Computer Information Systems (major only)			
MIS/CIS (major only and accelerated format)			
Department of English	<b>109</b>		
English (major and minor)			
Department of Global Studies, Sociology, and TESOL	<b>113</b>		
Global Studies (major and minor)			
Sociology (major and minor)			
TESOL (minor only)			
Department of History and Political Science	<b>119</b>		
History (major and minor)			
Political Science (major and minor)			
Social Science (major only)			
Department of Mathematics and Physics	<b>126</b>		
Mathematics (major and minor)			
Physics (major and minor)			
Math/Physics (major only)			
Pre-Engineering (2/2 or 2/3 Program)			
Department of Modern Languages	<b>132</b>		
Spanish (major and minor)			
Department of Psychology	<b>138</b>		
Psychology (major and minor)			
Department of Theater, Film, and Television	<b>144</b>		
Cinematic Arts (major only)			
Screenwriting (minor only)			
Theater Arts (major and minor)			
		<b>10. School of Business and Management</b>	<b>171</b>
		The Five-Year Plan/Young Executive MBA	
		Young Executive HROD	
		Business Administration (major and minor)	
		Accounting (major only)	
		Finance (major and minor)	
		International Business (major only)	
		Marketing (major and minor)	
		Economics (major and minor)	
		Business Economics (major only)	
		Ethnic Studies (minor only)	
		<b>11. School of Music</b>	<b>183</b>
		Music (major and minor)	
		Performance (major only)	
		<b>12. School of Nursing</b>	<b>201</b>
		Nursing (major only)	
		RN to BSN (major only and accelerated format)	
		<b>13. School of Theology</b>	<b>211</b>
		General Studies Courses	
		Division Programs	
		Religion (minor only)	
		Religion and Culture (minor only)	
		Certificates of Distinction	
		Christian Leadership (major only and accelerated format)	
		Department of Biblical Studies	<b>214</b>
		Biblical Studies (major and minor)	
		Greek (minor only)	
		Biblical Languages (minor only)	
		Department of Theology and Philosophy	<b>217</b>
		Theology (major and minor)	
		Philosophy (major and minor)	
		Department of Practical Theology	<b>221</b>
		Christian Ministries (major and minor)	
		Youth Ministry (major and minor)	
		<b>14. Center for Adult and Professional Studies</b>	<b>227</b>
		Organizational Leadership (major only)	
		Christian Leadership (major only)	
		Management Information Systems/ Computer Information Systems (major only)	
		Human Development (major only)	
		Nursing (major only)	
		<b>15. Administration and Faculty</b>	<b>239</b>
		<b>16. Academic Calendar</b>	<b>248</b>
		<b>17. Index</b>	<b>252</b>
		<b>18. Maps</b>	<b>255</b>

The information and policies included in this catalog are accurate as of the date of publication. The university reserves the right to make changes of any kind whenever these are deemed necessary or desirable.

## **Regarding the Catalog**

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

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

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

# General Information



<b>The University's Christian Worldview</b>	<b>6</b>	<b>Statement of Academic Freedom</b>	<b>8</b>
<b>Statement of Faith</b>	<b>6</b>	<b>Accreditation</b>	<b>8</b>
<b>Statement of Mission and Purpose</b>	<b>6</b>	<b>History</b>	<b>9</b>
<b>Essence Statement</b>	<b>6</b>	<b>Location and Campus</b>	<b>9</b>
<b>The Cornerstones</b>	<b>7</b>	<b>Regional Centers</b>	<b>9</b>
<b>The Motto</b>	<b>7</b>	<b>International Sister Schools</b>	<b>10</b>
<b>University Student Learning Goals</b>	<b>8</b>	<b>Statements of Compliance</b>	<b>10</b>
<b>Commitment to Student Learning Goals</b>	<b>8</b>	<b>Harassment Policy</b>	<b>10</b>

## The University's Christian Worldview

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

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

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

## Statement of Faith

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

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

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

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

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

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

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

## Daily Living Expectations

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

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

## Statement of Mission and Purpose

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

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

## Essence Statement

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

## Christian

*We are Christians who:*

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

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

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

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

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

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

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

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

## GENERAL INFORMATION

### Academic

*We are scholars who:*

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

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

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

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

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

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

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

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

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

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

### Developmental

*We are persons who:*

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

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

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

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

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

### Service

*We are servants who:*

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

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

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

### The Cornerstones

#### Christ

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

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

*Colossians 1:15-18*

#### Scholarship

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

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

*Proverbs 4:5-9*

#### Community

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

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

*Romans 15:5-7*

#### Service

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

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

*Romans 12:9-13*

#### The Motto

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



## University Student Learning Goals

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

Students who complete degrees at Azusa Pacific University shall:

### Christ

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

### Scholarship

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

### Service

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

### Community

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

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

## Commitment to Student Learning Goals

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

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

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

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

## Statement of Academic Freedom

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

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

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

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

However, the "Statement of Principles" allows for some degree of limitation of academic freedom "because of religious or other aims of the institution, provided that such limitations are clearly stated in writing at the time of appointment." Azusa Pacific University adheres to this provision through the inclusion of the "Statement of Faith" within faculty application materials.

## Accreditation

Azusa Pacific University is accredited by the Western Association of Schools and Colleges.\* The School of Nursing's programs are accredited by the Commission on Collegiate Nursing Education (CCNE) and the Board of Registered Nursing. The Social Work Program is accredited by the Council on Social Work Education. The Doctor of Psychology Program is accredited by the American Psychological Association. The Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) Programs. Haggard Graduate School of Theology is accredited by the Association of Theological Schools. The Doctor of Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association. The School of Business and Management is accredited by the International Assembly for Collegiate Business Education (IACBE). Azusa Pacific University offers teacher education programs approved by the California Commission on Teacher Credentialing (CCTC) authorizing elementary and secondary school teaching and the National Council for the Accreditation for Teacher Education. The American Language and Culture Institute (ALCI) is accredited by the American Association of Intensive English Programs (AAIEP). Azusa Pacific University is approved for the training of veterans under the Veterans' Bill of Rights. The university is listed with the United States Department of Justice for the training of students from foreign countries.

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

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

## GENERAL INFORMATION

### History

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

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

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

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

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

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

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

Today, Azusa Pacific stands as a comprehensive Christian university of the liberal arts and professional programs that seeks to serve its diverse constituencies throughout the world. As part of that commitment, APU maintains strong ties with the Brethren in Christ Church, the Church of God, the Free Methodist Church, the Missionary Church, the Friends Church, the Wesleyan Church, and the Salvation Army. The university aims for the holistic development of its students, promoting an entrepreneurial spirit through academic excellence and outstanding cocurricular programming.



### Location and Campus

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

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

University residence is an important part of every student's experience. A majority of the undergraduate students live on campus. The university offers food, health, and counseling services, and recreation opportunities to resident students and commuting students who desire them. Approximately 80 percent of the students at Azusa Pacific University are from California; the remaining students are from the other 49 states and 82 countries.

### Regional Centers

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

## **International Sister Schools**

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

Alliance Academy, Quito, Ecuador

Christian Academy, Tokyo, Japan

Christ's College, Taipei, Taiwan, R.O.C.

Holy Light Theological Seminary, Taiwan, R.O.C.

Orio Women's Educational Institute, Kitakyushu, Japan

RIMA College, Kuala Lumpur

Tokyo Biblical Seminary, Japan

## **Statements of Compliance**

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

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

## **Harassment Policy**

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

# Academic Resources and Auxiliary Services



<b>University Libraries</b>	<b>12</b>	<b>Office of Christian Leadership and Vocation</b>	<b>18</b>
<b>Learning Enrichment Center</b>	<b>12</b>	<b>Student Post Office</b>	<b>18</b>
<b>Mobility Limitations and Parking Accommodations</b>	<b>13</b>	<b>Bookstore</b>	<b>18</b>
<b>Proficiency Testing – Compass</b>	<b>14</b>	<b>Duplicating and Graphics Center</b>	<b>19</b>
<b>College Level Examination Program</b>	<b>15</b>	<b>Computers</b>	<b>19</b>
<b>Writing Center</b>	<b>17</b>	<b>Information and Media Technology</b>	<b>19</b>
<b>Math Center</b>	<b>17</b>	<b>Internet Acceptable-Use Policy</b>	<b>20</b>
<b>Academic Advising</b>	<b>18</b>	<b>Student Phone Service</b>	<b>21</b>
<b>Noel Academy for Strengths-Based Leadership and Education</b>	<b>18</b>	<b>Shuttle Service</b>	<b>22</b>

## University Libraries

Azusa Pacific's libraries include the William V. Marshburn Memorial Library (East Campus), the Hugh and Hazel Darling Library (West Campus), the James L. Stamps Theological Library (West Campus), and seven Regional Center libraries in Los Angeles, Orange County, Inland Empire, San Diego, Murrieta, High Desert, and Ventura. The libraries' collections include 215,000 books, 1,900 print serial titles, more than 15,000 electronic full-text serial titles, 120 electronic databases, media items, and a collection of 690,000 microforms that includes the Library of American Civilization, Library of American Literature, New York Times, and Educational Resources Information Center collections. The APU community has access to 60 million resources through LINK+ and Interlibrary Service.

Regular hours for the three campus facilities are as follows:

### William V. Marshburn Memorial Library

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

### Hugh and Hazel Darling Library

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

### James L. Stamps Theological Library

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

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

The holdings of the William V. Marshburn Memorial Library include collections supporting liberal arts and sciences, music, social work, and business. The library has a 24/7 study area adjacent to the Cornerstone Café, an information commons, and group-study rooms. It also houses the Media Center, the Sakioka Technology Training Center, Interlibrary Services, the children's literature collection, and the Writing Center.

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

The holdings of the James L. Stamps Theological Library, located in the Duke Academic Complex, include collections supporting biblical studies, theology, philosophy, church history, and ethics. This library maintains special collections for denominations with historic ties to the university, including the Church of God – Anderson, Free Methodist, Friends, Holiness, and Salvation Army.

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

## Library Use

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

## Learning Enrichment Center

The Learning Enrichment Center (LEC) provides a wide range of academic support services for APU students seeking to enhance their learning. The LEC is open from August 16 through June 15, and is closed June 16 – August 15. Services include:

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

## Mission Statement

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

## Tutorial Programs

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

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

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

## Tutor Subject Areas

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

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

### Supplemental Instruction

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

### Accommodations for Individuals with Disabilities

The LEC is the designated office for:

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

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

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

### Request for Disability Accommodations

1. Complete an Academic Accommodations Application available in the LEC or on the website at [www.apu.edu/lec/disabilities/](http://www.apu.edu/lec/disabilities/).
2. Provide documentation of the disability. Documentation must be current, within three years.
3. Schedule a meeting with the associate director of the LEC.

Note that academic accommodations at APU do not include:

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

### 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 requested to obtain a personal attendant. 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.

### Continuing Semester or Term Accommodations for Students with Disabilities

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

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

### Mobility Limitations and Parking Accommodations Students with Temporary Mobility Limitations

Students with a physician's or appropriate professional's verification may be granted a parking exemption that is valid for a limited period of time, usually less than one 15-week semester or term. The documentation must contain:

- Diagnosis and extent of physical injury or functional limitation  
— and —
- Anticipated length of time for injury to heal.

Eligibility for a parking exemption is determined after the student:

1. Submits a completed LEC Service Request form
2. Submits appropriate documentation
3. Meets with the LEC director or associate director

If approved, a temporary parking exemption will be issued. The exemption allows a student to park in the campus lots designated for general parking. The student is required to hold a current student parking permit. This parking exemption (obtained from the Department of Campus Safety) must be displayed on the dashboard or in accordance with the current parking regulations. The exemption is valid only for the registered vehicle of the individual named on the form.

### Students with Permanent or Chronic Conditions

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

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

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

### Accommodations for Campus Activities, Conferences, Guest Speakers, etc.

APU, as a place of public accommodation, offers programs and events that are open to the public and must be accessible to those with disabilities. Conference registration forms, public announcements, or advertisements should include a statement regarding accessibility and whom to contact to request disability accommodations.

Accommodations may include sign language interpreters, amplification devices, wheelchair access, or other reasonable accommodations. Note that services to individuals or participants with disabilities are the responsibility of the activity host which includes academic departments, theater, graduation, athletics, or other groups.

The Learning Enrichment Center is not responsible for providing accommodations for out-of classroom activities that are not related to achieving a degree or credits for a degree. However, the director or associate director of the LEC is available to serve as a resource or consultant to the group or department in meeting individual requests for disability accommodations at such events.

### Proficiency Testing – Compass Testing and Proctoring Services

The Learning Enrichment Center (LEC) implements many test-oriented services as a support to the APU academic community and outside publics. The LEC is a member of the National College Testing Association (NCTA), an organization of testing professionals in post-secondary institutions and testing companies, and subscribes to their professional standards and guidelines.

#### Proficiency Testing

The LEC coordinates testing in the areas of reading, writing, and mathematics including Ability to Benefit testing. Proficiency testing is available to all entering freshmen and transfer students entering with fewer than 28 units. It is also available to students who have not completed their mathematics and/or writing course requirements. Students are allowed to test without charge once per semester. Testing is available in the LEC by appointment only Monday through Friday.

#### Ability to Benefit Tests

College-age candidates who do not have a high school diploma or equivalent must demonstrate that they have the intellectual capacity to benefit from a college education. The Department of Education through the Ability to Benefit (ATB) legislation has established a list of acceptable standard tests and passing scores that individuals can achieve to demonstrate that they have skills equivalent to those earning a high school diploma. The March 11, 2005 Federal Register lists the following subtests and passing scores for the COMPASS as follows:

Subtest	Passing Score
Pre-algebra/Numerical Skills Placement	25
Reading Placement	62
Writing Placement	32

#### Reading Proficiency Requirement

Students who are admitted to APU with SAT Verbal or ACT Reading scores at or below the minimums listed below are required to complete a reading course. College Reading and Critical Thinking (ENGL 099) is required during the student's first semester at APU and does not count toward graduation degree units.

Required Course	SAT I Verbal	ACT Reading
College Reading and Critical Thinking (ENGL 099)	470 and below	19 and below
Waiver of Reading Course	480 and up	20 and up

Students may test out of the College Reading and Critical Thinking course one of two ways:

- Achieve an appropriate score on the COMPASS Reading test
- or —
- Achieve an appropriate score on the Nelson-Denny Reading test

The COMPASS test is an untimed, computerized test of reading comprehension that consists of approximately seven paragraphs, each of which is followed by multiple choice questions. Skills assessed include identification of main idea and major details, making inferences, sequencing, identifying cause-effect relationships, and other higher level critical reading skills.

The Nelson-Denny is a standardized achievement test in paper-pencil format. It is a timed, 45-minute, multiple-choice test, in three parts. This includes vocabulary, reading rate, and comprehension. The vocabulary section has 80 items while the comprehension section contains seven reading passages with 38 questions.

The COMPASS Reading test is available by appointment Monday through Friday. The Nelson-Denny test is offered on the first day of the College Reading and Critical Thinking class and only during the first two weeks (add-drop period) of the semester.

#### Writing Proficiency

Students who are admitted to APU with SAT Verbal or ACT Writing scores at or below the minimums listed below are required to complete a basic writing course. Basic Writing (ENGL 100) is required during the student's first semester at APU and does not count toward graduation degree units.

Required Course	SAT I Verbal	ACT Writing
Basic Writing (ENGL 100)	470 and below	19 and below
Freshman Writing (ENGL 110)	480 and up	20 and up

Students may test out of the Basic Writing course in one of two ways:

- Achieve an appropriate score on the COMPASS Writing test
- or —
- Successfully complete a prompted writing sample

The COMPASS Writing Test is an untimed computerized test of sentence and paragraph skills and writing style. Skills assessed include standard use of grammar, punctuation, usage, and style. Students are asked to identify and correct errors in essays, then edit and revise each essay by choosing words to fit meaning and function, while maintaining the established level of style and tone.

The timed (one-hour limit) writing sample prompt was developed by APU faculty. Evaluation of this essay by faculty in the Department of English determines a student's placement in either Basic Writing (ENGL 100) or Freshman Writing Seminar (ENGL 110).

#### Mathematics Proficiency

Students who believe their math skills are higher than those reflected on their SAT or ACT are allowed to "challenge" their scores by taking the COMPASS placement test. Transfer students who have not completed their mathematics requirement and enter without SAT or ACT scores are required to take the math placement test before they are allowed to register for any math course. APU students are required to obtain a special PIN to verify their eligibility for specific math classes.

Recommended Course	SAT I Math	ACT Math
Elementary Algebra (MATH 090)	430-490	18-20
Intermediate Algebra (MATH 095)	500-530	21-22
College Algebra (MATH 110) or Analytic Inquiry (MATH 115) or Contemporary Math (MATH 120)	540-590	23-25
Math Requirement Waived	600 and up	26 and up

The COMPASS Math Test is an untimed, adaptive, computerized test of math skills ranging from basic mathematical functions through college-level algebra. The number and type of problems each student receives depends upon the student's performance on each problem. A four-function, scientific or graphing calculator is allowed. Acceptable types of calculators include the TI-84 or TI-83.

## ACADEMIC RESOURCES AND AUXILIARY SERVICES

COMPASS test scores in mathematics are valid for two (2) years. If a student does not complete the recommended course(s) within those two years then a retest is required to ascertain current skill levels.

The ACT website at [www.act.org/compass/sample/index.html](http://www.act.org/compass/sample/index.html) contains sample problems for the reading, writing, and math tests.

### Advanced Math Placement Test

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

Students applying to the School of Business and Management are required to complete College Algebra (MATH 110) with a grade of *B* or better. This requirement can also be satisfied by an appropriate score on the COMPASS Advanced Math test or the College Algebra CLEP test.

### Foreign Language Placement Testing

To meet the APU language requirement, students must complete one year of college-level study in a foreign language. One way students may fulfill the requirement is to achieve a satisfactory score on one of the following SAT II language tests.

SAT Subject Tests are one-hour, multiple-choice tests that measure how much students know about a particular academic subject and how well they can apply that knowledge. Students do best on the SAT II Language test after at least two years of study.

Spanish w/listening	630
Chinese w/listening	630
French w/listening	640
Japanese w/listening	620
German w/listening	630
Korean w/listening	630
Italian or Latin	630
Modern Hebrew	540

To take a SAT II test, students must:

- Submit a completed Registration form to the LEC
- Submit a \$15 nonrefundable service fee by check or money order payable to APU
- Pay the test fee of \$20

### ON THE DAY OF THE TEST

Bring **two** forms of picture ID.

Bring an acceptable CD player to the LEC.

It must be:

1. Equipped with earphones
2. Portable (handheld)
3. Battery operated
4. You are not allowed to use a CD player with recording or duplicating capabilities. Insert fresh batteries the day before the test. You may bring additional batteries and a backup player to the test center. You may not share a CD player with another test-taker.

Registration forms are available in the LEC. **Plan ahead!** Allow a minimum three-week time frame to order your test.

Practice materials for the SAT Language Tests may be located online at [www.collegeboard.com](http://www.collegeboard.com) under the SAT Prep Center.

### Examination Proctoring

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

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

When the exam arrives, the office manager will call the student to schedule an appointment. Failure to show for a scheduled exam will result in the exam being returned to the institution of origin.

### College Level Examination Program (CLEP)

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

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

To take a CLEP exam, students must:

- Submit a completed Registration Admission form to the LEC and make an appointment.
- Submit a check or money order payable to APU in the amount of \$15, which is a nonrefundable service fee.
- Pay the exam fee of \$70 on the day of the exam by credit card, check, or money order made payable to CLEP. Cash is not accepted.
- Bring two forms of picture ID on the day of the test.

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



2008-09 UNDERGRADUATE CATALOG

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

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

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

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

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

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

CLEP computer-based exam scores as of 2006

## ACADEMIC RESOURCES AND AUXILIARY SERVICES

### Military CLEP Candidates

CLEP exams are free to eligible military personnel. See the chart for candidate eligibility. To reserve an appointment time, military personnel are required to pay a non-refundable administration fee of \$15 per test (check or money order made payable to APU).

Candidate Status	CLEP Fee
<b>Active Duty Military</b> Air Force Army Marine Corps Navy Coast Guard National Guard and Reserve Component	No Fee <sup>1</sup>
<b>Spouses and Civilian Employees of:</b> Air Force Reserve Air National Guard Army National Guard Army Reserve Coast Guard	No Fee <sup>1</sup>
<b>DoD Acquisition Workforce Personnel*</b> <small>*Are eligible for the following exams only</small> Principles of Macroeconomics Principles of Microeconomics Principles of Marketing	No Fee <sup>1</sup>
<b>Veterans</b>	Veterans must pay the CLEP fee in advance and seek Reimbursement from the Veterans Administration using their canceled check or credit card statement as proof of receipt. <sup>2</sup>

<sup>1</sup>Tests are funded by DANTES.

<sup>2</sup>Veterans are eligible for reimbursement of the CLEP fee under provisions of the Veterans Benefits Improvement Act of 2004.

Note: Questions regarding eligibility for DANTES-funded CLEP exams should be directed to DANTES (850) 452-1063.

All eligible candidates **MUST** present a current military identification card and a second form of government-issued photo ID with signature at the time of the exam.

Registration forms are available in the LEC or on the LEC website ([www.apu.edu/lec/clep/form/](http://www.apu.edu/lec/clep/form/)). Study guides are available in the University Bookstore or any local bookstore.

In addition, visit the CLEP Prep Center on the College Board website ([www.collegeboard.com/clep](http://www.collegeboard.com/clep)) for useful tips on assessing and preparing for any of the CLEP exams.

### Writing Center

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

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

#### Writing Center Use

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

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

### Math Center

The Department of Mathematics and Physics sponsors a Math Center for assistance with mathematics courses. Housed in Wynn 103, the Math Center provides an out-of-classroom setting where students gather to actively learn and teach mathematics. The Math Center is especially useful for students who are just beginning to develop their math abilities. The room is fully equipped with computer workstations, white boards, and plenty of large tables. Skilled student tutors (APU mathematics majors) staff the Center for walk-in tutoring from 4-8 p.m., Monday through Thursday, throughout each semester.

In addition to tutoring, the Math Center offers an excellent environment for math learners to practice math skills and collaborate with others. Many students regularly work on their math homework at the Center knowing that help is nearby should it be needed. For more information, contact the Math Center at (626) 815-3841.

## Academic Advising

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

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

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

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

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

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

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

## Noel Academy for Strengths-Based Leadership and Education

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

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

- **Training:** consulting with colleges and universities to train faculty and staff to conduct strengths-based advising, coaching, teaching, teambuilding, and curriculum design
- **Research:** conducting impact studies of strengths-based educational practices and functioning as a clearinghouse for research that is conducted on strengths-based practices
- **Interventions:** creating standardized strengths-based interventions that can be implemented on college campuses and in local school districts

- **Assessment:** creating a standardized impact measure for strengths-based interventions, along with a protocol for student interviews and focus groups
- **Dissemination:** through the website, periodic newsletters, and biannual conferences, disseminate the best practices in strengths-based education, along with the results of the research and ways of connecting with other strengths-based educators

## Office of Christian Leadership and Vocation

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

## Student Post Office

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

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

## Bookstore

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

## Duplicating and Graphics Center

### Duplicating

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

#### Fall/Spring hours:

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

#### Summer hours:

Monday-Friday 8 a.m.-4:15 p.m.  
(Hours may vary.)

Center Manager: Donna Rutherford  
Duplicating Key Operator: Denise Cundari  
(626) 815-5418

### Graphics Center

The Graphics Center is a self-service resource lab open to the APU community and the general public. Both Macintosh and PC computer stations are available with scanners and a full range of graphics and publishing software. Knowledgeable staff is available to assist with the use of all machinery and programs. The Graphics Center offers copies in color or black and white, poster printing, lamination, binding, transparencies, poster board and foam core mounting, CD-R and DVD media, video editing stations, faxing, and more. Call (626) 815-5078 or stop by West Campus, Darling Room 409 for more information about products and services offered, pricing, and availability.

#### Fall/Spring hours:

Monday-Thursday 9 a.m.-6:30 p.m.  
Friday 9 a.m.-5 p.m.

#### Summer hours:

Monday-Friday 8 a.m.-4:15 p.m.

The Graphics Center is closed Sundays and holidays. Hours and schedules are subject to change, please call (626) 815-5078 for current hours.

Coordinator: Micah Wilson

## Computers

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

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

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

**PC** – Celeron (Core2 Duo) 1.0 GHz (2 GHz) processor; 512 MB (2 GB) RAM; 30 (100) GB hard drive; 56K modem; 10/100 Base-T Ethernet card; CDRW/DVD (DVDRW); 802.11b (802.11 g) compatible wireless card; Windows XP 32-bit operating system. Any client OS not listed is not supported.

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

## Information and Media Technology

Information and Media Technology (IMT) is responsible for providing strategy, training, service, and information in the area of technology for Azusa Pacific University. IMT supports administration, faculty, staff, and students. For more information:

- Visit [www.apu.edu/imt](http://www.apu.edu/imt)
- Call (626) 815-5050
- Call toll free (866) APU-DESK  
(866) 278-3375
- Submit requests via email at [support@apu.edu](mailto:support@apu.edu)
- Submit requests online at <http://imthelp.apu.edu/>

- The Support Desk provides assistance for students experiencing trouble with Cougars' Den accounts or requesting a classroom-setup. It is also the location where camcorders can be checked-out for class projects.
- The Laptop Program provides assistance for students experiencing trouble with leased HP or Apple computers.
- Cougars' Den, APU's intranet service, is a free benefit offered to every student, providing the necessary tools to communicate with other students and faculty. A Cougars' Den account provides a free email account, free disk space for webpages, and access to critical campus resources such as grades, chapel attendance records, financial information and library online resources.

- Network access to APU resources. There are two ways to connect:
  1. REZnet is a service allowing student to connect to the campus network from on campus living areas.
  2. All Access is APU's name for the wireless network. Because mobility is an important part of a student's learning experience, the wireless network allows students to connect to the Internet, use email, chat, search library resources, etc., from various locations on campus, including outdoor green spaces, without using cables.
- **Antivirus Protection** – Antivirus protection is provided through a corporate license with Symantec. Norton AntiVirus will be installed automatically upon the first use of the APU network and will be updated with each subsequent use. This free service precludes the use of any other antivirus software when using the APU campus network.
- Any 802.11b or 802.11g wireless card is compatible with APU's All Access wireless network.
- Laptop program. Azusa Pacific University partners with Apple and Hewlett Packard to provide laptops to students. This is a two-year program introducing the power and mobility of Apple laptop and HP laptop computers. For more information, please send an email to the laptop program coordinator at laptop@apu.edu, or call (626) 815-3831.
- Computer facilities. IMT offers a distributed computing model providing computers in locations where students spend the majority of their time such as the libraries, student union, and the four dorms – Adams, Smith, Engstrom, and Trinity. These 20-plus computer centers are equipped with PC and MAC workstations, printers, and access to network printers. Software available includes SPSS, Microsoft Office Suite, medical programs, databases, a variety of discipline-specific programs, and full Internet access. Lab assistants are available during operational hours.
- Video Production, located on West Campus, includes video-editing suites, a live sound stage video control room, and equipment checkout for mass communication students

### Internet Acceptable-Use Policy

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

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

### User Requirements

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

### Acceptable Uses

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

### Unacceptable Use

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

### Enforcement and Violations

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

## Student Phone Service

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

### On-campus Dialing

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

### Off-campus Dialing—Local Calls

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

### Off-campus Dialing—Long Distance Calls

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

### Calling Card Use

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

### Telephone Instrument

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

### Voicemail

Residence hall and designated modular unit residents receive free voicemail service. The voicemail system functions similarly to many residential or cellular voicemail services with features such as recording messages while the phone is engaged, saving or deleting individual messages, and providing remote message retrieval. Residents can setup their personal mailbox independently of their roommate's, providing privacy for each user. To access voicemail from an on-campus phone, dial Ext. 3750. From off campus, students may retrieve messages by dialing (626) 815-3888. Voicemail messages (new or saved) are held for a maximum of 30 days. Re-saving a message will not extend this time. For more information on voicemail setup and use, please contact the IMT Support Desk at (626) 815-5050, Ext. 5050, or support@apu.edu.

## Telephone Abuse

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

### Collect Calls

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

### Students Living in Campus Apartments

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

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



## Shuttle Service

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

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



# Admissions Policies



<b>Undergraduate Admission to the University</b>	<b>24</b>	<b>Admission Status</b>	<b>27</b>	<b>Credit for Advanced Placement Exams</b>	<b>28</b>
<b>Policy Regarding False Information</b>	<b>24</b>	<b>Notification of Admission</b>	<b>27</b>	<b>Credit for International Baccalaureate Program</b>	<b>29</b>
<b>Freshman Applicants</b>	<b>24</b>	<b>Confirmation of Admission</b>	<b>27</b>	<b>International Student Services</b>	<b>29</b>
<b>Transfer Applicants</b>	<b>25</b>	<b>Admission to Particular Majors</b>	<b>27</b>	<b>International Undergraduate Admission</b>	<b>30</b>
<b>Admission of Homeschooled Students</b>	<b>26</b>	<b>Veterans' Education Benefits</b>	<b>27</b>	<b>American Language and Culture Institute</b>	<b>31</b>
<b>Admission of High School Nongraduates</b>	<b>26</b>	<b>Campus Housing</b>	<b>27</b>		
<b>Part-Time Applicants</b>	<b>26</b>	<b>Proficiency Exams</b>	<b>27</b>		
<b>Re-admission and Re-enrollment</b>	<b>27</b>	<b>Credit by Examination</b>	<b>28</b>		



## Undergraduate Admission to the University

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

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

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

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

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

The following **admissions deadlines** apply:

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

All applications should be submitted by December 1

**For the fall semester**

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

Application Deadline	November 15
Notification	January 15
Final Notification	April 1

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

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

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

Priority Application Deadline	February 15
Final Deadline	June 1

\*Early Action is not available to transfer students.

### Policy Regarding False Information

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

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

### Freshman Applicants

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

#### Application and Statement of Agreement

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

#### Application Fee

A \$45 nonrefundable application fee is required and must accompany the application. The check or money order should be made payable to Azusa Pacific University. Online applicants may choose to pay by credit card when submitting their application.

## ADMISSIONS POLICIES

### Transcripts

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

### Preadmission Tests

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

### References

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

### Transfer Applicants

Azusa Pacific University welcomes applications from transfer students. There is no minimum unit requirement that transfer students must complete before applying to the university. The same items are required as for freshman applicants with the following exceptions:

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

In addition, transfer students must submit official transcripts from any and all colleges and universities attended, whether or not credit was given. An official transcript is one which Azusa Pacific University receives unopened in an envelope sealed by the issuing institution(s) and which bears the official seal of that high school, college, or university. Azusa Pacific university reserves the right to request that the transcript be sent directly from the issuing institution(s). Transfer applicants who have completed more than 12 core units of transferrable, semester, or college credit in the same semester may not be required to submit ACT or SAT I test scores. Transfer students with fewer than 28 transferable units before enrolling at APU will be at freshman standing until at least 28 units are completed.

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

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

Azusa Pacific University accepts the California State University General Education Breadth Certificate to satisfy the basic General Studies requirements. Students with a completed Breadth Certificate must also complete the foreign language and health education requirements.

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

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

**General Studies Information for Transfer Students**

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

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

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

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

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

**Admission of Homeschooled Students**

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

**Admission of High School Nongraduates**

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

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

**Part-Time Applicants**

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

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

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

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

## ADMISSIONS POLICIES

### Re-admission and Re-enrollment

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

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

### Admission Status

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

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

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

### Notification of Admission

Azusa Pacific University follows a procedure of rolling admission, which means that a prospective student may submit a completed application any time up to **December 1**, for spring; or **June 1** for fall. Students applying for Early Action will be notified of their admission status before **January 15**. Applicants for Regular Decision and those not offered admission through Early Action will receive notification by **April 1**. Transfer applicants will be notified

on a rolling decision date until the incoming class is full. The Office of Undergraduate Admissions maintains regular contact with all applicants regarding the status of their application file. (See "Undergraduate Admission to the University" for more information on Early Action and Priority deadlines.)

### Confirmation of Admission

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

### Admission to Particular Majors

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

### Veterans' Education Benefits

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

### Campus Housing

Research has shown that students living in campus housing are more involved in campus events, are more likely to graduate, and are generally more satisfied with their college experience. Because the residential experience so strongly supports the mission of APU, all traditional undergraduate students are expected to live in campus housing during their freshman and sophomore years. Exceptions are granted for students who will live with parent(s), are married, or have special circumstances that present an obstacle to campus residency.

The completed housing file (Housing Information Sheet, \$250 deposit, and signed Housing Contract) must be returned to prevent housing assignment delays. Please note that living area preferences and specific roommate requests may be difficult to accommodate, particularly if the completed file is not returned early. Transfer students who wish to apply for housing must return their completed housing file as early as possible.

### Proficiency Exams

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

### Credit by Examination

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

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

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

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

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

### Credit for Advanced Placement Exams (AP)

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

Exam Subject	AP Score	Units	Class Equivalent Awarded
Art, Studio Art, Drawing	3, 4, 5	3	Non-General Studies Elective (credit for ART 145 with portfolio approval)
Art, Studio Art, 2D Design	3, 4, 5	3	Non-General Studies Elective (credit for ART 130 with portfolio approval)
Art, Studio Art, 3D Design	3, 4, 5	3	Non-General Studies Elective (credit for ART 135 with portfolio approval)
Art, History	3, 4, 5	3	<i>Aesthetics and the Creative Arts Core</i>
Biology*	3	4	BIOL 101 (Fundamentals of Biology) <i>Nature Core</i>
	4, 5	8	BIOL 101 (Fundamentals of Biology) <i>Nature Core</i> and Non-General Studies Elective
Calculus AB	3, 4	5	MATH 251 (Calculus I)
	5	9	MATH 251, 252 (Calculus I and II)
Calculus BC	3	5	MATH 251 (Calculus I)
	4, 5	9	MATH 251, 252 (Calculus I and II)
Chemistry	3	4	CHEM 151 (General Chemistry I) <i>Nature Core</i>
	4, 5	8	CHEM 151 and 152 (General Chemistry I and II) <i>Nature Core</i>
Chinese Language and Culture	3, 4, 5	3	Non-General Studies Elective
Computer Science A	3, 4	4	CS 220 (Intro to Computer Science)
	5	8	CS 220 and 225 (Intro to Computer Science and Fundamentals of Computer Science)
Computer Science AB	3	4	CS 220 (Intro to Computer Science)
	4, 5	8	CS 220 and 225 (Intro to Computer Science and Fundamentals of Computer Science)
English Language and Composition	3, 4	3	ENGL 110 (Freshman Writing Seminar)
	5	6	ENGL 110 (Freshman Writing Seminar) and Non-General Studies Elective
	If score is a 5 in <b>both</b> English Language and English Literature, student receives 9 units – ENGL 110 and 111, 3 units Non-General Studies Elective		
English Literature and Composition	3, 4	3	ENGL 111 (Intro to Literature) <i>Language and Literature Core</i>
	5	6	ENGL 110 and 111 (Freshman Writing Seminar and Intro to Literature) <i>Language and Literature Core</i>
	If score is a 5 in <b>both</b> English Language and English Literature, student receives 9 units – ENGL 110 and 111, 3 units Non-General Studies Elective		
Environmental Science	4, 5	4	<i>Nature Core</i>
European History	3, 4, 5	3	<i>Heritage and Institutions Core, History component</i>
French Language	3	4	FREN 101 (Elementary French)
	4, 5	8	FREN 101 and 102 (Elementary French 101 and 102) <i>Fulfills Foreign Language Requirement</i>
French Literature	3, 4, 5	3	Non-General Studies Elective
German Language	3	4	GERM 101 (Elementary German)
	4, 5	8	GERM 101 and 102 (Elementary German 101 and 102) <i>Fulfills Foreign Language Requirement</i>
Human Geography	3, 4, 5	3	Non-General Studies Elective
Government/Politics/Comparative	3, 4, 5	3	Non-General Studies Elective
Government/Politics/U.S.	3, 4, 5	3	POLI 150 (American Government) <i>Heritage and Institutions Core, History Component</i>
Microeconomics	3, 4, 5	3	ECON 251 (Principles of Microeconomics)
Macroeconomics	3, 4, 5	3	ECON 250 (Principles of Macroeconomics)
Latin: Vergil	3	4	Non-General Studies Elective
	4, 5	8	<i>Fulfills Foreign Language Requirement</i>
Latin Literature	3, 4, 5	3	Non-General Studies Elective
Italian Language/Culture	3, 4, 5	3	Non-General Studies Elective
Japanese Language/Culture	3, 4, 5	3	Non-General Studies Elective
Music Theory	3, 4, 5	4	<i>Aesthetics and the Creative Arts Core</i>
Physics B	3	4	PHYC 201 (Fundamentals of Physics I) <i>Nature Core</i>
	4, 5	8	PHYC 201 and 202 (Fundamentals of Physics I and II) <i>Nature Core</i>
Physics C: Mechanics	3, 4, 5	5	PHYC 251 (General Physics I) <i>Nature Core</i>
Physics C: Electricity and Magnetism	3, 4, 5	5	PHYC 252 (General Physics II)
Psychology	3, 4, 5	3	<i>Identity and Relationships Core</i>
Spanish Language	3	4	SPAN 101 (Elementary Spanish I)
	4, 5	8	SPAN 101 and 102 (Elementary Spanish I and II) <i>Fulfills Foreign Language Requirement</i>
Spanish Literature	3, 4, 5	3	Non-General Studies Elective
Statistics	3, 4, 5	3	PSYC 299 (Applied Statistics)
U.S. History	3, 4	3	HIST 152 (U.S. History since 1865) <i>Heritage and Institutions Core, History Component</i>
	5	6	HIST 151 and 152 (U.S. History to 1865 and U.S. History since 1865) <i>Heritage and Institutions Core, History Component</i>
World History	3, 4, 5	3	<i>Heritage and Institutions Core, History Component</i>

\*Applied Health, Biochemistry and Biology majors should refer to the Department of Biology and Chemistry policies for further information.

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

## ADMISSIONS POLICIES

### Credit for International Baccalaureate Program

Examination Title	*Level	Score	Units	Credit Awarded
Biology	HL	5, 6, 7	4	BIOL 101 (Fundamentals of Biology) <i>Nature Core</i>
Business and Organization		—	—	No Credit Awarded
Chemistry	HL	5, 6, 7	4	CHEM 101 (Introduction to Chemistry) <i>Nature Core</i>
Classical Languages		—	—	No Credit Awarded
Computer Science	HL	5, 6, 7	6	Non-General Studies Elective
Economics	HL	5, 6, 7	3	BUSI 250 (Principles of Macroeconomics)
English 1A (English)	HL	5, 6, 7	3	ENGL 111 (Intro to Literature) <i>Language and Literature Requirement</i>
Environmental Systems		—	—	No Credit Awarded
French (Language B)	SL	5, 6, 7	8	FREN 101 and 102 (Elementary French I and II) <i>Fulfills Foreign Language Requirement</i>
French (Language B)	HL	5, 6, 7	6	FREN 201 and 202 (Intermediate French I and II) <i>Fulfills Foreign Language Requirement</i>
Geography	HL	5, 6, 7	3	HIST 210 (World Geography)
German (Language B)	SL	5, 6, 7	8	GERM 101 and 102 (Elementary German I and II) <i>Fulfills Foreign Language Requirement</i>
German (Language B)	HL	5, 6, 7	6	GERM 201 and 202 (Intermediate German I and II) <i>Fulfills Foreign Language Requirement</i>
History	HL	5, 6, 7	3	<i>Heritage and Institutions Core, History Component</i>
History of the Islamic World	HL	5, 6, 7	3	Lower-Division General Studies Elective
Information Technology		—	—	No Credit Awarded
Mathematics	SL	5, 6, 7	3	MATH 110 (College Algebra) <i>Fulfills Math Requirement</i>
Mathematics	HL	5, 6, 7	4	MATH 251 (Calculus I) <i>Fulfills Math Requirement</i>
Mathematical Studies	SL	5, 6, 7	3	<i>Fulfills Math Requirement</i>
Further Mathematics	SL	5, 6, 7	3	<i>Fulfills Math Requirement</i>
Music	HL	5, 6, 7	3	MUS 120 (Music Fundamentals) <i>Aesthetics and the Creative Arts Core</i>
Philosophy	HL	6, 7	3	PHIL 220 (Introduction to Philosophy) <i>Heritage and Institutions Core, Philosophy Component</i>
Physics	SL	5, 6, 7	3	PHYC 100 (Conceptual Physics)
Physics	HL	5, 6, 7	4	PHYC 201 (Fundamentals of Physics) <i>Nature Core</i>
Psychology	HL	5, 6, 7	3	PSYC 110 (General Psychology) <i>Identity and Relationships Core</i>
Social Anthropology	HL	5, 6, 7	3	Lower-Division General Studies Elective
Spanish (Language B)	SL	5, 6, 7	8	SPAN 101 and 102 (Elementary Spanish I and II) <i>Fulfills Foreign Language Requirement</i>
Spanish (Language B)	HL	5, 6, 7	6	SPAN 201 and 202 (Intermediate Spanish I and II) <i>Fulfills Foreign Language Requirement</i>
Theater Arts	HL	5, 6, 7	3	Non-General Studies Elective
Visual Arts	HL	5, 6, 7	6	ART 100 and 150 (Exploring the Visual Arts and Introduction to Art) <i>Aesthetics and the Creative Arts Core</i>

**\*Legend** SL = Standard Level HL = Higher Level

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

### International Student Services (ISS)

Office hours:

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

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

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

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

To maintain legal status, an international student must:

1. **Be a full-time student:** 12 units are considered full time at the undergraduate level and 19 or more hours of study in the American Language and Culture Institute (ALCI) is required for full-time status. For exceptions to this policy, students must consult with ISS.

2. **Work only on-campus:** U.S. regulations allow F-1 or J-1 students to work on campus for 20 hours a week during the academic year or full time during vacation periods. Any off-campus employment must be officially authorized by the U.S. government. To obtain information about working off campus, students must consult with ISS.
3. **Report any change of name or address:** The U.S. government requires notification within 10 days of any name or address change. The location of the physical residence (not a post office box) must be reported to the ISS office at APU.
4. **Obey all laws of the United States:** For details of other specific immigration laws which may affect F-1 or J-1 status, please contact ISS.
5. **Please note:** The major stated on the I-20 is only an indication of what the student intends to study. It is not legally binding, and the student will not receive a degree in this major if he or she does not meet all degree requirements. Students may change their major during their time of study, but this change must be reflected on the I-20.

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

#### International Connection Program

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

### International Chapel

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

### International Campus Fellowship

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

### International Undergraduate Admission

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

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

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

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

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

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

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



### TOEFL Waiver

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

### Conditional Admission

Students whose TOEFL scores are below the required minimum for admission to APU and who have met all of the other admission requirements may be admitted conditionally to the university. Those applicants may apply to the American Language and Culture Institute (ALCI) and enter the university upon completing their requirements. (See below for more information about ALCI.) Some students who have shown limited English proficiency with acceptable TOEFL scores or academic units may be required to take TESL 101 and/or TESL 102 during the first semester. TESL 101 and TESL 102 are academic preparatory classes and units earned in these classes will be counted toward graduation.

### English Proficiency Requirements

Applicants who have shown limited English proficiency despite acceptable TOEFL scores or academic units from US institutes may be required to take TESL 101 and/or TESL 102 by the evaluation of International Student Services or professors. TESL 101 and TESL 102 classes are academic preparatory classes and units earned will be counted toward graduation.

If, while in classes, it is determined that the student's ability to communicate and participate in English is below the necessary standard, a professor may refer the student to the International Student Services department who can require him/her to enroll in a noncredit program, at the student's expense.

### **American Language and Culture Institute**

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

A student whose TOEFL score is below 500 (CBT 173 and iBT 60) may apply to Azusa Pacific University's ALCI program. The student should submit an application to ALCI, along with the \$65 nonrefundable processing fee, a certified diploma, and official high school or college transcripts. Any high school graduate or transfer student with a 2.75 GPA may apply to ALCI without an official TOEFL score and will be evaluated for level placement. The ALCI has six levels of study – basic through advanced – taught in two 15-week semesters, and a 14-week summer semester. Students in levels 4 and 5 may audit university classes for noncredit. Students applying to undergraduate programs must complete level 4, except students applying to the School of Nursing or the School of Business and Management undergraduate programs. These applicants must complete level 5 to meet the 550 TOEFL requirement. Level 6 is only for graduate students who have been accepted into a program at APU. Level 6 students must complete TESL 500 and one graduate class to meet ALCI requirements for certification.

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





# Financial Information



<b>Student Financial Services</b>	<b>34</b>	<b>Financial Aid Policies</b>	<b>36</b>
<b>Cost of Attendance</b>	<b>34</b>	<b>Types of Financial Assistance</b>	<b>37</b>
<b>Payment Plans</b>	<b>35</b>	<b>Financial Aid Policy for International, Study Abroad, and Off-campus Programs</b>	<b>40</b>
<b>Refund Policy</b>	<b>35</b>	<b>Outside Aid</b>	<b>41</b>
<b>Financial Agreement</b>	<b>35</b>		
<b>Student Employment</b>	<b>35</b>		
<b>Financial Aid Application</b>	<b>36</b>		

## Student Financial Services

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

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

## Cost of Attendance 2008-09 (effective 9/1/08)

### Tuition

Undergraduate Full-time (12-17 units for freshmen and sophomores*)	\$12,920/semester
Undergraduate Full-time <b>(12-18 units for juniors and seniors*)</b>	\$12,920/semester
Undergraduate, per unit (under 12 units or over 17/18 units – see above)	\$1,075/unit
Nursing Summer 2009	\$1,075/unit
Audit	\$540/unit
Undergraduate May/Summer 2009	\$540/unit
Summer Study Travel	\$270/unit
ALCI <b>(No health fee included beginning 04-05)</b> Level I-V	\$4,800/semester
ALCI <b>(No health fee included beginning 04-05)</b> Level VI	\$2,600/semester

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

### Room

#### Dorms:

Adams, Engstrom, Smith, Trinity (180-block meal plan minimum)	\$1,988/semester
Shire Mods (non-cooking) (75-block meal plan minimum)	\$1,988/semester

\$1,988/semester

#### Apartments\*\*:

University Park – 1 bedroom	\$2,260/semester
University Park – 2 bedrooms	\$2,084/semester
Shire Mods – 2 bedrooms (cooking)	\$2,184/semester
University Village – 1 bedroom Year-round contract (\$2,710 + \$2,710 + \$1,716 summer)	\$7,136/semester
University Village – 2 bedrooms/1 bath Year-round contract (\$2,193 + \$2,193 + \$1,389 summer)	\$5,775/semester
University Village – 2 bedrooms/2 bath Year-round contract (\$2,303 + \$2,303 + \$1,459 summer)	\$6,065/semester

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

### Board

250-block meal plan (175 dining dollars) (10 guest meals)	\$1,670/semester
180-block meal plan (250 dining dollars) (10 guest meals)	\$1,391/semester
120-block meal plan (300 dining dollars) (10 guest meals)	\$1,126/semester
75-block meal plan (235 dining dollars) (10 guest meals)	\$808/semester
45-block meal plan (100 dining dollars) (No guest meals)	\$409/semester

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

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

## Mandatory Fees

ALCI/Undergraduate University Service Fee	\$150/semester
ALCI/Undergraduate Summer University Service Fee	\$50/semester
Freshman (Living On-Campus) Parking Fee	\$250/semester
Freshman (Commuter)/Returning Student Parking Fee	\$100/semester
Health Fee (international and domestic students) (mandatory for students with seven or more units and students who live on campus; optional for students with six or fewer units)	\$250/semester
International Insurance for Study Abroad Students	\$340/semester
International and Study Abroad Health Fee (summer only)	\$100
ALCI Summer Health Fee (for students not registered in the previous spring semester)	\$200

## Special Fees

Art Fee	\$75/class
Communication Lab Fee	\$100/course
Deposit (new student) housing	\$250
Deposit (new student) tuition	\$300
Exercise and Sport Science Lab Fee (AES 363 – Physiology of Exercise)	\$85
Independent Study	\$125/unit
Late Registration Fee	\$200
Music: Applied Voice and Instrument	\$335/unit
Music: Applied Semi-Private Voice and Instrument	\$150/unit
Music: Choir Outfit: Bel Canto	\$350/year
Music: Choir Outfit: University Choir, Male Chorale	\$475/year
Music: Choir Outfit: Chamber Singers, Gospel Choir	\$375/year
Music: Concert/Marching/Jazz Bands, Wind Ensemble, Handbells, Orchestra	\$40/year
New-student Orientation Fee (nonrefundable)	\$85
Nursing Fee \$185/clinical/lab; \$370 maximum/semester (includes malpractice insurance)	\$370 maximum/semester
Nursing Fee (NCLEX Review Fee attached to course UNRS 496)	\$200
Online Class Fee	\$40/unit
Return Check Fee	\$30
Science Lab Fee \$85/class; \$170 maximum/semester	\$170 maximum/semester
Service Charge for Payment Plans \$100 (15-week sessions)	\$100 (15-week sessions)
Theater, Film, and Television Lab Fee	\$30/unit
Transcripts	\$5/copy
Rush Transcript Fee	\$20
Transcript Overnight Postage Fee Standard Overnight Express within U.S. (excluding Alaska and Hawaii) 1-2 days	\$15
Global Express outside of continental U.S. and International (3-4 days)	\$25

## Matriculation Fees

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

## Graduation Fees

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

**Charges subject to change without notice.**

## FINANCIAL INFORMATION



### Payment Plans

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

#### Institutional Monthly Payment Plan

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

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

Students who have loans covering their expenses (tuition, room, board, and fees) will be charged \$100 for a payment plan if all loan documents, tax forms, and signatures are not completed by July 16 for new students and August 1 for returning students. (For the remaining balance, American Express, MasterCard, and Discover Card are accepted.)

#### Payment Plan Exceptions

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

### Refund Policy

#### Policy for Students Withdrawing from All Units

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

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

Summer and special terms:

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

Other refunds:

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

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

#### Refund Policy Exemptions

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

#### Students Making Class Changes

Students may add and/or drop classes until the last day to change registration. This date is listed on the academic calendar. After the final add/drop date, there will be no refunds given for class withdrawals.

#### Financial Agreement

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

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

#### Student Employment

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

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



## Financial Aid Application

### To Apply for Financial Aid:

Complete a FAFSA (Free Application for Federal Student Aid) online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). APU's federal school code is 001117. The submission deadline is **March 2** for most aid, but students are strongly encouraged to submit all forms as soon as possible after **January 1**.

If the student requires neither grants nor loans, the FAFSA is not necessary. These students will automatically receive any institutional aid for which they may qualify.

Once the student has been granted admission to the university, he/she will be considered for financial aid.

## Financial Aid Policies

### Satisfactory Academic Progress

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

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

- Students requesting aid must maintain a minimum cumulative 2.0 grade-point average.
- Grade-point averages are reviewed at the end of each academic year.
- Students who fail to maintain the minimum grade-point average will be given one academic year of “Aid Probation” in which they must earn a 2.0 cumulative grade-point average, or they will be suspended from aid programs.

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

- Students requesting aid must make progress toward their degrees as follows:
  - *Full time*: 12 units/semester
  - *3/4 time*: 9 units/semester
  - *1/2 time*: 6 units/semester

- Unit completion is reviewed at the end of each academic year.
- The following grades are considered to demonstrate satisfactory course completion: *A, B, C, D, and Pass*.

These grades do not demonstrate course completion: *F, In-Progress, Incomplete, No Pass, and Withdrawal*.

- Remedial coursework may be considered if it is specifically prescribed by the student's academic advisor.
- Students failing to complete the required number of units per semester will be given one academic year of “Aid Probation” in which they must complete the deficit units or they will be suspended from all aid programs.

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

- Students requesting aid are expected to complete their academic program within a reasonable time frame (including transfer units) as follows:
  - Students will not be eligible for financial aid after completing their 189<sup>th</sup> unit.

#### D. Petition Process

- Submit a general petition form to the Office of Student Financial Services.
- Petitions will be reviewed for the following reasons:
  - death of relative
  - student injury or illness
  - other documented circumstances

### Financial Aid Packaging

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

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

### Minimum Enrollment

All institutional aid is given on the basis of a minimum academic load of 12 units per semester at APU.

- Students carrying between 9-11 units will have aid prorated at 75 percent.
- Students carrying between 6-8 units will have aid prorated at 50 percent.
- Students with fewer than 6 units will **not** qualify for institutional aid.

### Stacking Institutional Aid Offers

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

### Non-Discrimination

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

### Release of Records

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

### Keeping in Touch

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

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

### Outside Aid Resources

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

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



### Overawards

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

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

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

*All institutional aid is subject to the policies printed in the catalog, and other printed material.*

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

## Types of Financial Assistance

### Federal Aid

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

#### Federal Pell Grant

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

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

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

#### Federal Work Study (FWS)

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

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

#### Federal Perkins Loan

The U.S. government makes funds available to qualified students of limited means who wish to go to college. These are long-term loans at a 5-percent rate of interest. A student may borrow \$3,000 per year upon approval. Repayment will neither be required nor will interest begin to accrue until nine months after the student has ceased enrollment. Deferment and/or cancellation provisions for public service are available. Up to 10 years are allowed for repayment, with minimum monthly payments of \$40. Eligibility is determined by the FAFSA and availability of funds. Perkins funds are limited and must be awarded to the neediest students as determined by the FAFSA. Early submission of the FAFSA is recommended.

### Federal Stafford Loan

A loan program for students is available through many banks and credit unions from which undergraduate first-year students may borrow up to \$3,500 annually, sophomores (with 28-59 units completed) up to \$4,500, and juniors and seniors (with 60 or more units completed) up to \$5,500 annually. Students must demonstrate need (through completion of the FAFSA form) in order to receive a subsidized Federal Stafford Loan. No interest is charged while the student attends school. Repayment begins six months after the student graduates or discontinues schooling, with deferment provisions for public service available. Students who are not eligible for a subsidized Stafford Loan will be offered an unsubsidized federal Stafford Loan. If the student borrows an unsubsidized loan, the student is responsible for the interest payment while in school. Loan request forms are available in the Office of Student Financial Services and should be completed once the student receives an award package. The student is required to submit a one-time online loan entrance and Master Promissory Note (MPN). Once SFS is notified by the servicer of the completed entrance and MPN, the servicer will release funds electronically to APU for placement in the student's account.



### Federal Parent Loans (PLUS)

PLUS is an auxiliary loan program authorized by Congress which provides loans at a fixed interest rate of 8.5 percent. As with the Federal Stafford Loan, these loans will be made by banks, savings and loan institutions, and credit unions. Unlike the Subsidized Federal Stafford Loan, repayment of this loan and interest must begin in 60 days after the second disbursement, unless deferred. PLUS eligible borrowers include parents of dependent undergraduates, with a loan limit of the unmet cost after other aid is subtracted.

### Alternative Loans

Students who wish to apply for alternative loans must complete a separate online application, have eligibility remaining in their school budget, and be approved by the lending agency. Alternative loans require that tuition must be paid in full before any refund will be given. Contact the Office of Student Financial Services for more information.

### State Aid

#### Cal Grant A

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

#### Cal Grant B

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

### Institutional Aid

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

Full Trustee scholarships may be stacked with other types of institutional aid up to the cost of tuition and on-campus room. A single institutional scholarship may not exceed tuition and on-campus room. Multiple institutional scholarships, when stacked together, may not exceed tuition and on-campus room.

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

## Academic Scholarships for First-time Freshman Students (beginning fall 2008)

The four scholarships described below are awarded based on a combination of GPA and standardized test scores (SAT or ACT writing section scores are **not** considered). Students entering APU directly from high school or having completed fewer than 12 units of college work at the point of admission to the university are considered for the following award categories. A minimum GPA of 2.8 must be maintained while at APU to retain these academic awards.

### President's Scholarship

The President's Scholarship is awarded to the top scholars in the incoming freshman class. It is a \$10,000 annual award, renewable each year, and the average recipient has a 3.9 GPA and a 1,300 on the SAT or 30 on the ACT. Students considered for this award are generally in the top 10 percent of the incoming class.

Minimum requirements for consideration:

GPA	SAT	ACT
3.7	1,200	27

### Deans' Scholarship

The Deans' Scholarship is awarded to students generally in the top 20 percent of the incoming freshman class. It is an \$8,000 annual award, renewable each year, and the average recipient has a 3.7 GPA and a 1,200 on the SAT or 27 on the ACT.

Minimum requirements for consideration:

GPA	SAT	ACT
3.5	1,000	21

### Director's Scholarship

The Director's Scholarship is a \$7,000 annual award, renewable each year. The average recipient has a 3.5 GPA and an 1,100 on the SAT or 25 on the ACT.

Minimum requirements for consideration:

GPA	SAT	ACT
3.25	950	20

### Founder's Award

The Founder's Award is a \$6,000 annual award, renewable each year. The average recipient has a 3.3 GPA and a 1,050 on the SAT or 22 on the ACT.

Minimum requirements for consideration:

GPA	SAT	ACT
3.0	910	19

## Academic Scholarships for Transfer Students (beginning fall 2008)

Transfer Scholarships are awarded to qualified admitted students who have completed 12 or more semester units in college by the time of their acceptance to the university. Award amounts are as follows and are based on a cumulative college GPA. A minimum GPA of 2.8 must be maintained while at APU to retain these academic awards.

### Transfer I Scholarship (\$5,000)

A \$5,000 award is granted to students with a cumulative college GPA of 3.5 or higher at time of admission to APU.

### Transfer II Scholarship (\$4,000)

A \$4,000 award is granted to students with a cumulative college GPA of 3.0-3.449 at time of admission to APU.

## Participatory/Other Scholarships Athletic Scholarships

Athletic scholarships are available to students who qualify to participate in a university athletic program. Scholarships vary in amount and may cover up to 100 percent of tuition. Online recruitment forms are available for the following programs: football, baseball, men's basketball, women's basketball, men's soccer, women's soccer, track & field/cross country, volleyball, and cheerleading.

The coaching staff for softball, women's swimming and diving, men's and women's tennis, and women's water polo prefer to receive direct emails from all interested students with pertinent information concerning their athletic history. Game footage is always welcomed when available. An email directory of the coaching staff can be found at [www.apu.edu/athletics/about/directory/](http://www.apu.edu/athletics/about/directory/).

## Celebrate Azusa Citizens Scholarship/Nancy Moore Scholarship

Celebrate Azusa Citizens Scholarship is for students that currently attend Azusa or Gladstone High School and plan to enroll at APU, or for graduates of these schools who attend Citrus College. This scholarship is renewable, stackable, and open to incoming students. Five high school students and two Citrus College students (alumni of the two high schools above) will be awarded up to \$5,000 per year based on financial need.

This scholarship was established to recognize the 15-year partnership that Nancy Moore, associate superintendent for Azusa Unified School District, developed with APU. Moore was instrumental in initiating a variety of youth education and community service programs. This scholarship distinguishes a student who displays Nancy Moore's dedication to education and community service.

The application deadline is **March 1** for both above-listed scholarships. Students must have applied and been admitted before **March 1**. They must reside in the Azusa Unified School District boundaries, have a Christian commitment, a passion for Azusa community service involvement, and proven leadership skills (e.g., volunteer work in the city of Azusa, cocurricular activities in high school, athletics, youth group, ASB, or other). They must maintain a GPA of 2.7 and give a minimum of 10 hours per week of community involvement through the Center for Academic Service Learning and Research. Recipients must also take a minimum of 12 units each semester at APU. Contact the Office of Undergraduate Admissions for further details. A FAFSA must be completed by **March 2** in order to be eligible for this scholarship.

## Forensics Scholarships

Forensics scholarships are available to students participating in APU's nationally recognized forensics program. Scholarship amounts vary. For more information on the forensics program, please contact the program director, Amy Jung, at (626) 815-6000, Ext. 3716 or [ajung@apu.edu](mailto:ajung@apu.edu).

## The Kern Center for Vocational Ministry Scholarship

The Kern Center for Vocational Ministry Scholarship is renewable (first year: \$2,000, second year: \$4,000, third year: \$4,000 for a total scholarship of \$10,000) and awarded to selected undergraduate students preparing to serve God in vocational pastoral ministry. All applications are due April 15. For more information, visit [www.apu.edu/ministryasvocation/scholarships/](http://www.apu.edu/ministryasvocation/scholarships/).



### Multi-Ethnic Leadership Scholarship

Every year, 12 first-time freshmen are chosen as recipients of the Multi-Ethnic Leadership (MEL) Scholarship. The MEL Scholarship is awarded to carefully screened applicants who must possess a 3.2 minimum high school GPA, demonstrate strong leadership abilities in high school, and who will actively pursue and advocate diversity on campus through a leadership position. Grants of up to \$4,500 per year are awarded to these students. All applications are due by **March 2**. For more information, visit [www.apu.edu/mep/scholarship/](http://www.apu.edu/mep/scholarship/).

### Music Scholarships

Music scholarships are available to students with exceptional musical talent as well as for participation in a variety of music groups. Scholarships vary in amount, may cover up to 100 percent of tuition, and are available to both music majors and non-major students. For more information on the audition process for the music program, please visit [www.apu.edu/music/ensembles/auditions/](http://www.apu.edu/music/ensembles/auditions/).

### Science and Math Scholarship

Each year the Department of Biology and Chemistry and the Department of Mathematics and Physics offer a total of five \$3,000 scholarships to selected incoming freshman. These scholarships are available to any major in these departments and they may be renewed annually. For more information and an application, please contact Jurgen Ziesmann at (626) 815-6000, Ext. 3347 or [jziesmann@apu.edu](mailto:jziesmann@apu.edu).

### Stauffer Fellowships

APU awards two fellowships to students who have declared a chemistry major or biochemistry major (B.S. option). These fellowships are renewable. Please direct inquiries to James White, Ph.D., Department of Biology and Chemistry at (626) 815-6000, Ext. 3352 or [jwhite@apu.edu](mailto:jwhite@apu.edu).

### Theater Scholarships

Theater scholarships are available to students participating in the theater program. Scholarship amounts vary. For more information on audition opportunities and scholarship requirements, please visit [www.apu.edu/clas/theaterfilmtv/scholarships/](http://www.apu.edu/clas/theaterfilmtv/scholarships/).

### Institutional Aid—Underwriting Organizations

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

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

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

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

- Will be charged standard, on-campus tuition; except for more costly programs for which a higher tuition shall be charged to provide a minimum administrative margin of \$500.
- Will be eligible to receive their academic scholarship for only one semester of international or off-campus education programs. (L.A. Term, Azusa South Africa Semester, and High Sierra Great Works programs are not included in this limitation.)
- Will be eligible to receive federal, state, and other noninstitutional scholarships or fellowship funding for a maximum of two semesters of off-campus programs, limited to one semester per academic year.
- Only students participating in the Azusa Oxford Semester, Azusa South Africa Semester, Heidelberg, Lithuania, L.A. Term, and High Sierra Great Works Semester will be eligible to receive all other institutional aid. International students may qualify for an international scholarship.
- Will NOT be eligible to receive scholarships that require on-campus participation (e.g., athletics and music).
- APU students who wish to enroll in APU online and independent study courses while studying abroad may incur additional fees.

A faculty-staff tuition discount and one tuition exchange benefit can be awarded each semester for international and domestic off-campus programs including Oxford, Lithuania, and CCCU sponsored programs (L.A. Term and High Sierra Great Works programs are not included in this limitation). A total of three faculty/staff or tuition exchange benefits is awarded each semester for the South Africa program. The selection will be determined in order by (1) academic merit: cumulative GPA and academic major; (2) academic rank: first semester senior, then second semester junior, etc.; and (3) tenure of faculty/staff employment at the university.

At this time, no institutional aid will be provided by APU for the CCCU-registered programs or other international programs approved by the Center for Global Learning & Engagement. Federal, state, and other outside scholarship or fellowship funding will be available for the CCCU-registered programs and other programs approved by the Center for Global Learning & Engagement.

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

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

Students participating in study abroad programs which are not sponsored or approved by either Azusa Pacific University or the Council for Christian Colleges & Universities will not be eligible to receive their federal, state, or institutional aid.

## **Outside Aid**

### **Church of God Student Aid**

This fund provides financial and moral support to Church of God students. Eligibility is limited to full-time students. Stipends are determined by a Church of God scholarship committee on the basis of funds available, financial need, and academic achievement. Awards may be made up to \$500.

### **Ebell of Los Angeles Scholarships**

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

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

Air Force and Army Reserve Officers' Training Corps Scholarships are available to qualified applicants, including entering freshmen, on a competitive basis. Applicants for four-year scholarships for new students are due on *November 15* of the year prior to entrance. ROTC scholarship recipients at APU receive on-campus room and a 180-meal plan waiver as long as they participate in the ROTC program. Further information is available from the Aerospace Studies Department, Health and Physical Education Building, California State University, 5500 University Parkway, TO-122, San Bernardino, (909) 880-5440, and the Military Science Department, Bauer Center South, Room 101, Claremont McKenna College, Claremont, California 91711 (909) 621-8102.

### **TELACU Scholarship**

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



# Academic Policies



<b>Reservation of Rights</b>	<b>44</b>	<b>Grading</b>	<b>46</b>	<b>Graduate Courses Taken by Undergraduate Students</b>	<b>47</b>
<b>Academic Integrity</b>	<b>44</b>	<b>Incomplete Grades</b>	<b>46</b>	<b>Independent Study</b>	<b>47</b>
<b>Course Numbering System</b>	<b>44</b>	<b>Attendance Regulation</b>	<b>46</b>	<b>Academic Probation and Academic Dismissal</b>	<b>48</b>
<b>Academic Calendar</b>	<b>45</b>	<b>Repeated Courses</b>	<b>46</b>	<b>Re-application after Academic Dismissal</b>	<b>48</b>
<b>Registering for Classes</b>	<b>45</b>	<b>Final Examinations and Waiver Examinations</b>	<b>46</b>	<b>Withdrawal from Courses</b>	<b>48</b>
<b>Late Registration</b>	<b>45</b>	<b>Waivers</b>	<b>47</b>	<b>Withdrawal from the University</b>	<b>48</b>
<b>Adds/Drops</b>	<b>45</b>	<b>Transfer Work for Undergraduates</b>	<b>47</b>	<b>Student Records Policy</b>	<b>48</b>
<b>Instructor Drop Policy</b>	<b>45</b>	<b>Petition Process</b>	<b>47</b>	<b>Notification of Rights under FERPA</b>	<b>49</b>
<b>Credit Hours</b>	<b>46</b>	<b>Normal Progress Toward a Degree</b>	<b>47</b>	<b>Undergraduate Grievance Policy</b>	<b>50</b>
<b>Study Load</b>	<b>46</b>	<b>Classification of Students</b>	<b>47</b>		
<b>Declaration of Major</b>	<b>46</b>	<b>Deans' List</b>	<b>47</b>		
<b>Concurrent Enrollment Policy</b>	<b>46</b>				
<b>Auditing</b>	<b>46</b>				

## Reservation of Rights

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

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

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

## Academic Integrity

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

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

Academic dishonesty includes, but is not limited to:

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

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

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

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

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

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

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

## Course Numbering System

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

The course abbreviations are as follows:

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

## ACADEMIC POLICIES

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

### Academic Calendar

The academic year is divided into fall and spring semesters followed by several summer sessions. The academic calendar can be accessed online at [www.apu.edu/calendar/](http://www.apu.edu/calendar/).

### Registering for Classes

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

### Preregistration

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

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

### Final Registration and Payment Clearance

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

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

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

### Late Registration

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



### Adds/Drops

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

1. The add/drop period begins on the first day of classes in the fall/spring semester. The length of the period is eight working days. The add/drop period for summer terms is listed in the academic calendar.
2. Students may change their class schedules without penalty during the add/drop period, but should check with their academic advisor and registrar evaluator to ensure that the changes do not conflict with degree progress.
3. Students may make changes to their schedules online using their individualized PIN numbers given to them during academic advising. Students may also fill out an Add/Drop Form and return it to the Office of the Undergraduate Registrar to make the changes. To add a closed class or a class that requires instructor permission, a student must obtain permission from the instructor and add the class in the Office of the Undergraduate Registrar.
4. Each student is responsible to verify the accuracy of his/her schedule before the end of the add/drop period. It is strongly recommended that every student keeps a printed copy of their schedule each semester.

### Instructor Drop Policy

An instructor may drop a student from his/her class after two hours of nonattendance during the add/drop period to allow another student to add the closed class. Students are responsible for dropping their classes if they either stop attending or never attend, or they will receive a failing grade.

## Credit Hours

Azusa Pacific University courses are taught in diverse settings using diverse pedagogy. Therefore, a variety of factors are taken into consideration in determining semester credit for a course. These factors include but are not limited to: seat time, time on task, and Student Learning Outcomes.

## Study Load

The maximum study load for freshmen and sophomores is established by the university at 17 units per semester. The maximum study load for students who have completed 60 or more graded units of study is 18 units, providing they have maintained a 3.0 grade-point average or higher. All freshmen and sophomores who wish to register in more than 17 units must fill out a petition, obtain both of the required signatures from the department of their major, and turn in the petition to the Office of the Undergraduate Registrar. All juniors and seniors with a GPA of 3.0 or below who wish to register in more than 17 units must fill out a petition, obtain both the required signatures from the department of their major, and turn in the petition to the Office of the Undergraduate Registrar. Final approval is granted through the Office of the Undergraduate Registrar.

## Declaration of Major

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

## Concurrent Enrollment Policy

Students wishing to take courses at another institution while enrolled at APU should obtain prior approval from the registrar. APU has articulation agreements with many colleges in the area. Students can view lists of these pre-approved classes at [www.apu.edu/registrar/undergraduate/transferring/](http://www.apu.edu/registrar/undergraduate/transferring/). All other classes must be approved through a Transfer Inquiry Form submitted to the Office of the Undergraduate Registrar. Without prior written approval from the registrar, transfer credits may be denied.

## Auditing

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

## Grading

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

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

## Incomplete Grades

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

## Attendance Regulation

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

## Repeated Courses

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

If a repeated class is taken at another institution, both the grade and the units of the repeated class will be transferred (providing the class meets the guidelines for transfer). The original grade in the APU class will remain on the record and remain as part of the GPA calculation. However, the units for the class taken at APU will remain on the record but will not be counted towards the 126 units needed for graduation. Students who choose to repeat courses at other institutions may be required to complete more than 126 units to earn their degree.

## Final Examinations and Waiver Examinations

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

## Waivers

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

## Transfer Work for Undergraduates

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

## Petition Process

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

## Normal Progress Toward a Degree

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

## Classification of Students

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

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

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

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

## Deans' List

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

1. They shall be registered for the degree of B.A., B.M., B.S., B.S.N., or B.S.W.
2. They shall have completed at least 12 units or be enrolled full time in the qualifying semester.
3. Students must maintain a 3.5 or higher GPA requirement for the fall or spring semester.

## Graduate Courses Taken by Undergraduate Students

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

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

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

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

## Independent Study

Independent studies enable students to enrich their university experience by pursuing learning in a closely supervised program and providing opportunity for individual investigation of subject areas not covered in the regular course offerings. An undergraduate, upperclass student (those with 60 or more completed units) who has a minimum cumulative GPA of 2.5 may receive credit for a maximum of nine independent study units to be applied toward a degree program. No more than four units may be applied toward one project, and a maximum of nine 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. To request an independent study course for any given semester, the student should begin planning the study during advising and must submit a completed Independent Study/Course Replacement Application to the Office of the Undergraduate Registrar by the last day to add/drop a course (see Academic Calendar for the specific date).

The application must include:

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

The student pays an additional fee of \$125/unit for independent study courses.

## Course Replacement

Course Replacement is the replacement of a catalog course in terms of units, content, syllabus, outline, and testing by an independent study version of the course. In general, the course tutorial cannot substitute for a course that is offered on a regular basis. However, there may be occasions in which it may be utilized to fulfill a course requirement when a class is cancelled because of low enrollment. The actual course number, instead of an independent study number, is recorded on the student's permanent academic record.

Course tutorial units do not count toward the maximum nine independent study units allowed in a degree program. To request a course replacement for any given semester, the student must submit an Independent Study/Course Replacement Application in the same manner as described above for independent study courses.



## Academic Probation and Academic Dismissal

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

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

Students placed on academic probation will not be allowed to register for more than 14 units during the probationary semester nor during any subsequent terms until they are removed from academic probation. Students on academic probation who do not attain a 2.0 grade-point average during the probationary term or do not meet stipulated requirements placed on them by the Admissions Committee will be dismissed for a minimum of two semesters.

## Re-application After Academic Dismissal

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

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

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

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

## Withdrawal from Courses

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

## Withdrawal from the University

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

## Withdrawal from University After Disciplinary Action

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

## Leave of Absence

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

## Student Records Policy

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

## Release of Transcripts

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

## Right of Access

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

## ACADEMIC POLICIES

### Disclosure of Student Records

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

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

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

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

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

### Notification of Rights under FERPA

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

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

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or in violation of privacy rights. Students may ask the university to amend a record they believe is inaccurate, misleading, or in violation of privacy rights. They should write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or in violation of privacy rights. If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent is disclosure to school officials with legitimate educational interests.

A "school official" is (1) a person employed by the university in an administrative, supervisory, academic research, or support staff position (including law enforcement unit personnel and health staff); (2) a person serving on the Board of Trustees; (3) a student serving on an official commitment, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks; or (4) a person employed by or under contract to the university to perform an assigned task on behalf of the university.

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

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

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

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

## Undergraduate Grievance Policy

### I. Overview

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

In the event that the informal procedures fail to resolve the problem, the student may file a formal grievance if a justifiable cause exists. Justifiable cause for grievance shall be defined as any act which, in the opinion of the student, adversely affects the student and is perceived as prejudicial or capricious action on the part of any university faculty or staff member or an arbitrary or unfair imposition of sanctions. To file a grievance, the student will indicate in writing the nature of the grievance, the evidence upon which it is based, and the redress sought, and submit the document(s) to the Office of the Vice Provost for Undergraduate Programs for academic matters or the Office of the Dean of Students for nonacademic matters. Guidelines for this document are listed in section III, B, i-vii. At that time, a Grievance Committee will be formed and proceed according to the guidelines stated below.

The grievance procedure shall act as a vehicle for communication and decision making between students, staff, and faculty, and provide, through prescribed procedures, a process through which a student-initiated grievance can be resolved internally.

### Committee Guidelines and Meeting Format

#### II. Organization

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

#### III. Committee Guidelines and Meeting Format

- A. The formal grievance procedure shall be initiated only after other attempts to resolve the matter have been exhausted (i.e., conferring with individual instructor, department chair, or staff member as appropriate). Except for grade appeals, the student has no more than 10 working days after meeting with the individual they believe has given them cause for grievance or 15 working days after the incident that occasioned the grievance in which to file his/her written petition. In the case of grade appeals, a written petition must be filed within 60 calendar days after the end of the semester in which the grade is received. The formal procedure must be initiated within these time limits. However, the time limit may be extended by the associate dean of students or vice provost, at their sole discretion, upon presentation of good cause.
- B. The grievance process is initiated by submission of a written petition to the chair of the Grievance Committee. The petition must include:
- i. Names of the parties involved
  - ii. A clear statement of the nature of the grievance
  - iii. A narrative of the incident including
    1. what occurred
    2. when it occurred
    3. where it occurred
    4. who was present
  - iv. The evidence on which the grievance is based
  - v. Why this constitutes capricious or arbitrary action on behalf of a staff or faculty member
  - vi. What has been done to resolve the grievance
  - vii. The desired outcome/outcomes
  - viii. Any supporting documentation
- C. The chair of the Grievance Committee will submit a copy of the grievance to each person who will serve on the Grievance Committee for this incident, as well as to the faculty or staff members involved and the dean of the school or college involved.
- D. A meeting of the Grievance Committee will be scheduled to consider the matter within seven working days of the date on which the petition was filed. The involved student and faculty or community member may testify in person at the committee meetings. The meetings shall be held at times when both parties are available to testify.
- 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. Witnesses may only be present during the time they are presenting their testimony. No one other than members of the Grievance Committee may be present during deliberations.
- F. Either party may seek an advisor who must be a faculty member or student in that school or college. The function of the advisor shall not include that of advocacy and the advisor will not have a role in the committee's meetings. The student may not bring legal counsel, nor have a student represent him/her as counsel. The Grievance Committee may not have legal counsel present.

## ACADEMIC POLICIES



- G. Accurate minutes of the grievance procedure shall be written and kept in a confidential file of the committee's proceedings. Such minutes shall include the committee's findings and decision. No other printed materials or notes may be taken from the meeting. At the option of the grievance committee chair, the proceedings may be recorded.
- H. Except for communications with the applicable dean and academic chair after the conclusion of Grievance Committee proceedings and communications with the faculty member(s) and student(s) involved advising them of the Grievance Committee's final decision, the parties and committee members may not discuss the case outside the meeting.
- I. If a committee member is approached prior to a meeting by a student whose case is to be heard, the member should refuse to discuss the issue and should disclose, at the time of the meeting, that he/she has been approached.
- J. Any committee member who has a potential conflict of interest, or who holds a bias or preconceived notion as to the facts of the case and has formed an opinion about them, or who may hold ill will toward a particular student, must disclose to the chair the nature of such feelings, bias, or potential conflict. He or she may be excused from participation upon request by such member, or in the discretion of the chair, and replaced by the chair with a substitute committee member of comparable station to the extent possible under the circumstances.
- K. 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.
- L. The committee will decide on the matter by vote. Both parties will be notified, in writing, within one week of the decision. The committee's decision shall be final.



# Academic Programs



<b>Degree Programs</b>	<b>54</b>	<b>Diversity in the Classroom</b>	<b>59</b>	<b>Air Force Reserve Officers' Training Corps (AFROTC)</b>	<b>67</b>
<b>Correspondence Course Credit</b>	<b>54</b>	<b>Honors Program</b>	<b>59</b>	<b>Army Reserve Officers' Training Corps (ROTC)</b>	<b>67</b>
<b>Requirements for Graduation</b>	<b>54</b>	<b>Service Learning</b>	<b>60</b>	<b>Center for Research in Science</b>	<b>68</b>
<b>Commencement</b>	<b>55</b>	<b>Pre-Professional Programs</b>	<b>61</b>		
<b>Degree Posting Dates</b>	<b>55</b>	<b>Center for Global Learning &amp; Engagement</b>	<b>62</b>		
<b>Honors at Commencement</b>	<b>55</b>	<b>APU-Sponsored Programs</b>	<b>62</b>		
<b>Honor Societies</b>	<b>55</b>	<b>CCCU-Sponsored Programs</b>	<b>64</b>		
<b>General Studies Program</b>	<b>57</b>	<b>Additional Approved Off-Campus Programs</b>	<b>66</b>		
<b>General Studies Requirements</b>	<b>57</b>				

## Degree Programs

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

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

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

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

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

## Minors

Azusa Pacific University offers a wide range of minors to enrich and support the academic experience of the undergraduate students. Minors are offered in these areas: art, athletic coaching, humanities, biblical languages, biblical studies, biology, business administration, chemistry, Christian ministries, cinematic arts, communication studies, computer science, critical studies (cinema arts), economics, English, ethnic studies, finance, global studies, Greek, history, leadership, marketing, mathematics, music, philosophy, physics, political science, psychology, religion, religion and culture, screenwriting, sociology, Spanish, TESOL (Teaching English to Speakers of Other Languages), theater arts, theology, and youth ministry.

For further information, please contact the department that sponsors the particular minor.

## Guidelines for the Double Major

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

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

## Guidelines for Additional Degrees

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

1. Candidates for additional degrees must meet the University Residence policy.
2. A minimum of 156 units is required for the two degrees.
3. Students must complete all of the required courses listed in the catalog for both degrees.
4. Not more than six upper-division courses may be common to both degrees (excluding general studies requirements).

5. Thirty units must be unique to the second degree, of which at least 18 units must be upper division.

6. General Studies courses completed for one degree may be applied toward the second degree.

## Correspondence Course Credit

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

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

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

## Requirements for Graduation

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

## Security Interest in Student Records

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

## Residence

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

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

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

### Student Ministry

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

### Application for Graduation – Intent to Graduate

Graduation is not automatic upon completion of all coursework. Students who intend to graduate must complete an Intent to Graduate form and file it with the Office of the Undergraduate Registrar at least six months prior to commencement. The commencement and the Intent to Graduate Form due dates are listed in the class schedule.

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

### Selection of Catalog for Determining Degree Requirements

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

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

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

### Commencement

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

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

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

### Participation in Commencement

A student may participate in commencement exercises only if all degree work has been completed or is in process concurrently at another institution and will be completed in the graduating term. All correspondence work must be completed and an official transcript received by the Office of the Undergraduate Registrar prior to a student's final semester. No correspondence work will be allowed in the final semester. In order to participate in the commencement exercises, all financial obligations to the university must be met. Eligibility to participate in commencement exercises will be determined no later than 10 working days prior to the day of commencement. All commencement issues must be resolved by this time, including the receipt of transcripts (if applicable), financial clearance, and clearance of Ministry and Service credits. Students who disregard the academic clearance policy and participate in a commencement ceremony fraudulently, will not be allowed to participate in future commencement ceremonies and could face sanctions including (but not limited to) suspension from the university.

### Degree Posting Dates

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

### Honors at Commencement

#### Latin Honors

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

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

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

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

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

### Honor Societies

#### Alpha Chi

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



### Lambda Pi Eta Communications Honor Society

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

### Pew College Society

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

### Phi Alpha Social Work Honor Society

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

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

### Pi Lambda Theta International Education Honor Society

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

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

- A grade-point average of 3.5 or higher based on a 4.0 scale and one of the following:
  - Status of at least second-semester sophomore and currently enrolled in a baccalaureate degree program with an intent to enter a career in education

- Admission to a graduate degree program or a post-baccalaureate certification or credential program with an intent to enter a career in education; current enrollment; and completion of at least two graduate courses in that program

- For additional information, call (800) 487-3411, email member@pilambda.org, or contact the Liberal Studies office at (626) 387-5717 (jlambertson@apu.edu).

### Psi Chi

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

### Sigma Delta Pi National Hispanic Honor Society

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

### Sigma Tau Delta International English Honor Society

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

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

To qualify for membership, the candidate must be an English major or minor, have completed two courses in English beyond the requirement of Freshman Writing Seminar, have completed three or more semesters of college work with an overall GPA of 3.3 or above, and an average of *B+* or higher in all English courses.

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

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

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

## ACADEMIC PROGRAMS

### General Studies Program

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

### Information for Transfer Students

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

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

### General Studies Requirements

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

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

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

### Skills and University Requirements

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

Select one of the following:<sup>^^^</sup>

MATH	110	College Algebra <sup>^</sup>	3
MATH	115	Analytical Inquiry <sup>^</sup>	3
MATH	120	Contemporary Mathematics <sup>^</sup>	3

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

<sup>^^</sup>Note: THTR 121 also fulfills the Fitness for Life requirement.

<sup>^^^</sup>It is strongly recommended that the math requirement be completed by the beginning of the student's junior year.

Foreign language 8

Choose from the following:

ASL	101/102	American Sign Language	4, 4
BLNG	204/205	Greek	4, 4
BLNG	424/434	Hebrew	4, 4
CHIN	101/102	Chinese	4, 4
FREN	101/102	French	4, 4
GERM	101/102	German	4, 4
JAPA	101/102	Japanese	4, 4
MODL	101/102	Modern Language	4, 4
SPAN	101/102	Spanish	4, 4

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

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

Correspondence courses do not fulfill the foreign language requirement.

Upper-Division Writing Intensive Course 3

Choose from the following:

ART	356	History of Modern Art	3
AT	490	Research Methods	4
BIOL	320	Ecology	4
BIOL	465	Clinical Research/Practicum in Applied Health	4
BUSI	370	International Business	3
BUSI	405	Business Report Writing	3
CHEM	320/330	Instrumental Analysis and Lab	3/1
CMIN	316	Art of Leadership	3
COMM	420	Conflict Management	3
EDLS	405	Diversity in the Classroom	3
ENGL	377	Shakespeare	3
ENGL	406	Advanced Composition	3
GLBL	301	Anthropology for Everyday Life	3
JOUR	430	Public Affairs Reporting	3
MATH	480	Math Reading, Writing, and Presentation	3
MUS	352	Baroque, Classical, and Early Romantic Music	3
PE	320	History and Principles of Physical Education	3
PHIL	340	Concepts of Human Nature	3
POLI	300	Research and Writing	3
PSYC	362	Research Methods in Psychology	4
SOC	471	Qualitative Social Research Methods	3
SOCW	351	Child Welfare	3
SOCW	479	Social Work Research Project	3
TFT	375	Screenwriting	3
THEO	420	Christian Apologetics	3
UBBL	430	Johannine Literature	3
UBBL	450	Ancient Near Eastern History	3
UBBL	476	Women in the Biblical Tradition	3
UNRS	306	Theoretical Frameworks of Nursing	3
UNRS	400	Advanced Practice: Professional Studies and Communication Skills (for ADN to MSN program students only)	3

**Integrative Core Course Requirements**

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

**Aesthetics and the Creative Arts 3 units required**

ART	100	Exploring the Visual Arts	3
ART	150	Introduction to Art	3
ART	310	Fundamental Art Experiences	3
ART	354	Ancient Art History	3
ART	356	History of Modern Art	3
ART	357	Contemporary Art Trends	3
ART	361	Early Christian and Medieval Art	3
ART	362	Renaissance to Rococo Art	3
ART	403	Multicultural Art	3
HUM	223/323	Humanities Seminar III: Aesthetics^	3, 4
MUS	120	Music Fundamentals	3
MUS	121	Music Theory I	3
MUS	201	Introduction to World Music	3
MUS	250	Music and Civilization	3
TFT	101	Christianity and the Creative Process	3

**Heritage and Institutions 6 units required**

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

**Identity and Relationships 3 units required**

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

**Language and Literature 3 units required**

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

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

**Nature 4 units required, lab required**

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

**God's Word and the Christian Response 18 units required**

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

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

Additional Bible Courses, choose one of the following:

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

Ministry Requirement

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

Doctrine Requirement, choose one of the following:

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

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

Senior Seminar, choose one of the following:

ART	496	Senior Seminar: Art Ethics	3
BIOL	496	Senior Seminar: Ethics and the Sciences	3
BUSI	496	Senior Seminar	3
CMIN	496	Senior Seminar: Church and Society	3
COMM	496	Senior Seminar: Ethics in Human Communication	3
CS	496	Senior Seminar: Ethics in Computer Science	3
EDLS	496	Senior Seminar: Education and Professional Ethics	3
ENGL	496	Senior Seminar: Ethics in the Professions	3
GLBL	496	Senior Seminar: Global Issues and Prospects	3
MUS	496	Senior Seminar: Music and Ethics	3
PE	496	Senior Seminar: Ethics in Physical Education and Sport	3
PHIL	496	Senior Seminar: Professional Ethics	3
PHIL	496	Senior Seminar: Social Ethics	3
PHIL	496	Senior Seminar: Worldviews	3
POLI	496	Senior Seminar: Religion and Politics	3
SOC	496	Senior Seminar: Faith and Social Issues	3
SOCW	496	Senior Seminar: Ethics in the Helping Professions	3
TFT	496	Senior Seminar: Ethics in Theatre, Film, and Television	3
THEO	496	Senior Seminar: Theology and Social Issues	3
UNRS	496	Senior Seminar: Ethics and Issues in Health Care	4

## ACADEMIC PROGRAMS

### Electives (minimum of 6 units required)

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

Elective units may be met by taking any of the above listed core classes (not yet used to fulfill core requirements) and/or from the following list of elective classes:

ART	200	Art and Science Integrations	3
ART	205	Ceramics I	3
ART	210	Printmaking: Relief	3
ART	211	Printmaking: Serigraph	3
BIOL	330	Gender Differences	3
COMM	330	Small-Group Communication	3
COMM	420	Conflict Management	3
ENGL	410	American Novel	3
ENGL	434	Children's Literature	3
GLBL	301	Anthropology for Everyday Life	3
GLBL/COMM	310	Intercultural Communication	3
HIST	335	Cultural History/Travel Study	3
HIST	357	Enlightenment Europe	3
HIST	358	Europe 1789-1914	3
MKTG	362	Consumer Behavior	3
MUS	301	Music of Africa	3
MUS	302	Soul Music	3
MUS	350	History and Literature of Commercial Music	3
MUS	351	Ancient, Renaissance, and World Music Literature	3
MUS	352	Baroque, Classical, and Early Romantic Music Literature	3
MUS	455	Late Romantic and 20 <sup>th</sup> Century Music Literature	3
OXUN	336H	Introduction to British Culture and History	3
PHIL	430	Philosophy of Science	3
POLI	340	International Relations	3
POLI	363	Modern Political Thought	3
POLI	376	The American Founding	3
PSYC	400	Cross-Cultural Psychology	3
PSYC	440	Psychology of Religion	3
SOC	358	Human Diversity	3
TFT	285	History of Film	3
TFT	325	History of Theater to the Restoration	3
TFT	326	History of Theater: Restoration to Present	3
UBBL	410	Hebrew Prophets II	3

### Humanities classes offered through the High Sierra Program

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

The following outlines the information:

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

<sup>^</sup>NOTE: The Humanities Seminars are in a three-unit format on the APU campus, and a four-unit format in the High Sierra Program.

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

### Diversity in the Classroom

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

ART	403	Multicultural Art*	3
CMIN	486	Urban Ministry Practicum	6
COMM	495	Special Topics: Film and Minority Issues	3
CSA	567	Diversity in Student Affairs	3
EDLS	405	Diversity in the Classroom***	3
EDLS	504	Teaching and Cultural Diversity	3
ENGL	364	American Ethnic Literature	3
ENGL	487	Literacy Movements	3
ENGL	488	Significant Authors	3
ENGL	489	Literary Topics: African American Literature and the City	3
ETHN	150	Introduction to Ethnic Studies	3
ETHN	355	The Asian American Experience	3
ETHN	356	The African American Experience	3
ETHN	357	The Chicano(a)/Latino(a) Experience	3
GLBL	301	Anthropology for Everyday Life**/****	3
GLBL	305	Peoples and Places	3
GLBL	310	Intercultural Communication**	3
GLBL	315	Urban Explorations	3
GMIN	509	Urban Anthropology and Christian Ministry	4
GMIN	558	Women and Men in Ministry	4
GMIN	559	Urban Cross-Cultural Ministry	4
GNRS	503	Cultural Competency	2
MUS	201	Intro to World Music*	3
MUS	301	Music of Africa**	3
MUS	302	Soul Music**	3
MUS	303	Music of Latin America	3
MUS	304	Music of Asia	3
PHIL	370	Comparative Religions	3
PSYC	400	Cross-Cultural Psychology**	3
SOC	358	Human Diversity**	3
SOC	359	Immigrant Los Angeles	3
SOC	405	Women and Men in Society	3
SOC	464	Social Stratification	3
TESL	530	Sociolinguistics and Language Teaching (ebonics)	3
TESL	535	Intercultural Communication and Language Teaching	3
THEO	480	Theologies of Liberation	3
UNRS	380	Transcultural Health Care	2

\*Meets a General Studies Core (or Elective) requirement.

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

### Honors Program

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

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

Honors student requirements:

- Maintain a cumulative grade-point average of 3.3 or higher.
- Complete a minimum of 21 units of honors curriculum.

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

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

In addition to completing the application and reference forms for admission to the university, a candidate must submit to the Honors Program Office an Honors Program application. Application deadlines are posted on the Honors website.

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

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

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

## Honors Program Curriculum

The Honor Program offers a variety of courses each semester that assist students in meeting their General Studies course requirements. In addition, honors students may petition to receive honors credit for courses upon agreement among the student, the course instructor, and the director of the honors program. Honors courses are offered on the main campus, at the High Sierra Program, and at the Azusa Oxford Semester, Oxford University.

Contact the Honors Program office for the current schedule of classes.

## Service Learning

Azusa Pacific University's award winning service-learning program exemplifies excellence in experiential learning that intentionally integrates academic coursework with relevant community service. Service learning is where APU's four Cornerstones connect, building community by developing positive reciprocal relationships between APU and the local private and public sectors in order to enhance scholarship of faculty, students, and the community through service programs, which integrate faith in Christ with service and learning.

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

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

Classes designated by **SL** in class registration materials, meet the criteria for excellence in service-learning.



## ACADEMIC PROGRAMS

### Pre-Professional Programs

#### Pre-Medical/Pre-Dental

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

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

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

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

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

#### Chemistry

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

#### Biology

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

#### Mathematics (Select one pair)

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

#### Physics (Select one pair)

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

\*Meets a General Studies Core (or Elective) requirement.

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

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

### Pre-Allied Health and Pharmacy

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

The biology or biochemistry major addresses the requirements for entry into a pharmacy program.

### Pre-Engineering

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

#### 2/2 Program

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

#### 3/2 Program

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

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

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

### Pre-Law

Azusa Pacific's Department of History and Political Science offers a pre-law concentration for political science majors who intend to attend law school. The 48-unit pre-law concentration includes courses in political science, law, philosophy, business, sociology, and communication. The department's pre-law advisor helps pre-law students select appropriate elective courses and assists in the process of identifying and applying to law schools.

## Center for Global Learning & Engagement

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

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

An international study experience should be thoughtfully integrated into a student’s total instructional program and major, and therefore should be considered in consultation with the student’s academic advisor and the director of the Center for Global Learning & Engagement.

**Generally, seniors are not permitted to study abroad in their last semester. Seniors who desire to study abroad in the final semester are required to submit a petition to the Center for Global Learning & Engagement and satisfactorily complete the Intent to Graduate prior to departure for the off-campus program.**

### Academic Assessment of International Programs

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

### Financial Aid Policy for International Programs

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

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

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

## APU-Sponsored Programs

### Art History Travel Study

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

### Azusa Heidelberg Semester

The Azusa Heidelberg Semester provides opportunity for approximately 15 junior and senior music majors to study music where Bach, Beethoven, Brahms, and other masters of western music lived and worked. Applicants are expected to have well-defined academic objectives, intellectual maturity and self-discipline, and evidence of excellence in their studies. A minimum music GPA of 3.2 is required for admission to the program. The 15-unit curriculum includes a 3-unit course in Western civilizations, a 4-unit German language course, and 8 units of music-specific courses (Baroque, classical, and early romantic music literature [3]; applied lessons [2]; concert music [1]; and ensembles [2]). Students participate in three two-day, non-credit sessions (Colloquium on Faith and Learning), which may include lectures, study, discussion, and field trips related to topics of Christian apologetics. The deadline for fall applications is March 1 and September 15 for spring applications.

### Azusa Oxford Semester

The Azusa Oxford Semester provides an opportunity for 25 sophomore, junior, and senior students to become associate students at one of several colleges of Oxford University, Oxford, England. The program is administered by the APU director of the Center for Global Learning & Engagement in affiliation with the Oxford Study Abroad Programme (OSAP). Applicants are expected to have well-defined academic objectives, intellectual maturity and self-discipline, and evidence of excellence in writing and research. A minimum cumulative GPA of 3.40 or higher is required for admission to the program. The 15-unit curriculum includes a lecture course, Introduction to British History, Culture, and Society (3 units), a primary (6 units) and secondary (3 units) tutorial in the student’s major or minor, and a seminar (3 units). Tutorials are one-on-one and available in nearly all subjects. A seminar is chosen from a list of subjects available during the term, and consists of four to eight scholars. Students are expected to participate in a weekly, noncredit “Colloquium on Faith and Learning,” which may include a lecture, study, and/or discussion of relevant topics of Christian apologetics. The application deadlines are as follows: fall semester, March 1; spring semester, September 15; summer semester, February 15. For additional information, contact the Center for Global Learning & Engagement.

## ACADEMIC PROGRAMS

### **Azusa South Africa Semester**

The Azusa South Africa Semester provides an opportunity for up to 45 sophomore, junior, and senior students to earn up to 16 units during this unique semester abroad. The program is administered by APU's International Programs and the Center for Global Learning & Engagement (study abroad). A minimum cumulative GPA of 2.5 is required for admission to this program. This program is offered both fall and spring semesters. Students will enjoy living in beautiful urban Capetown and on a nature reserve near Durban. They will also have opportunities to visit South Africa's major historic and cultural sites, participate in service projects and internships, and interact with South African peers. More information is available in the Center for Global Learning & Engagement at (626) 815-2110. Application deadlines are March 1 (priority deadline of February 15) for the fall semester, and October 15 (priority deadline of September 30) for the spring semester.

### **Cultural History Travel Study**

The cultural history course combines visits to major cultural and historical sites with academic study of the geography, history, art, literature, politics, social issues, and religion of the country, region, or continent. The interdisciplinary course is taught by a team of two-four faculty and developed around a history core (HIST 335, 3 units). *This course meets general studies elective requirement for Heritage and Institutions.* In some programs, students in collaboration with the program moderator and an appropriate faculty mentor, may choose to develop an intensive focus upon the art, architecture, history, literature, politics, or church history of the designated country or region, and earn an additional three units. For additional information, contact the Center for Global Learning & Engagement.

### **Geographical and Historical Setting of the Bible**

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

### **Global Learning Term**

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

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

### **High Sierra, Great Works Program**

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

### **International Social Problems Course**

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

### **Lithuania Christian College, Klaipeda, Lithuania**

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

### **Los Angeles Term**

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



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

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

**School of Business and Management, Summer Study Abroad in Europe**

The School of Business and Management's Summer Program to Europe offers students the opportunity to engage with top international executives who have global management positions, experience cultural norms of other countries, and earn 6, 9, or 12 academic credits in international business, marketing, cultural history/travel study, and upper-division Bible, while traveling and studying in Germany, Austria, the Czech Republic, and France. Students spend one week on APU's campus preparing for their departure. Upon arrival, students experience corporate visitations and tours which have been built into this dynamic program. For the majority of the program, students stay in the Schloss Mittersill (the castle of Mittersill, Austria) in the Austrian Alps taking Bible courses. Built into this experience are various corporate and cultural visitations, which may include Audi, Dachau Concentration Camp, Swarovski Crystal Company, medieval city excursions, castle tours, weekend trips, etc. Lectures are woven into the site visits, aiding students' understanding of international business. For more information, contact the School of Business and Management, (626) 815-6000, Ext. 3085, or email sbmabroad@apu.edu.

**Summer Spanish Studies Program, Guadalajara, México**

Guadalajara is one of the principal centers of culture, economy, history, industry and religion in México, influencing the rest of the country by its culture and folklore. The Spanish Studies Program is co-sponsored by Azusa Pacific University and *Universidad Autónoma de Guadalajara*, Guadalajara, Mexico. Founded in 1935, the *Universidad Autónoma de Guadalajara* is the oldest and largest private university in México and hosts students from all over the world. This nine-week summer immersion program provides onsite orientation, placement with local home-stay families, guided excursions to México City and Puerto Vallarta and/or Manzanillo Beach, and three APU Spanish classes (up to nine units) that can be credited toward a Spanish minor or major. Students gain a sensitivity and appreciation for the cultures of the Spanish-speaking world and also develop a self-confidence and poise borne out of the mastery of the language. There is an onsite coordinator at the university, as well as an APU-employed resident coordinator present to assist students, attend excursions, and facilitate spiritual formation. Admission to the program requires a cumulative 2.5 GPA or higher and the completion of 30 or more units of university education prior to beginning the program. For additional information, contact the Department of Modern Languages at (626) 815-6000, Ext. 3770. The application deadline is February 1.

**Summer Thailand/Burma Border Teaching Program**

This three-week summer program offers undergraduate and graduate students the opportunity to teach English to Karen students in Mae La Refugee Camp in Thailand near the Burma border. Students may earn from 3-6 units of academic credit and up to 30 ministry credits for TESL Teaching Practicum (undergraduate and graduate), TESL Observational Practicum (graduate), and Service Learning (undergraduate), respectively. Students fly into Bangkok and begin their orientation to Thailand with a few days in Chang Mai. They spend some time at the beginning of the trip observing English language classrooms at Payap University before spending the remainder of their time at the Mae La Refugee Camp. Many of the Karen students are displaced and are neither permitted to enter Thailand nor able to return to Burma where they fled from fighting. The Mae La Refugee Camp offers students the opportunity to enter a space where knowledge, faith, and service come together in a tangible way. For additional information, contact the Department of Global Studies and Sociology Department at (626) 815-6000, Ext. 3844. The application deadline is February 1.

**Modern Language Programs**

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

**CCCU-Sponsored Programs**

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

**American Studies Program (ASP)**

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

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

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

## ACADEMIC PROGRAMS

### **China Studies Program (CSP)**

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

### **Contemporary Music Center (CMC)**

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

### **Latin American Studies Program (LASP)**

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

### **Los Angeles Film Studies Center (LAFSC)**

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

### **Middle East Studies Program (MESP)**

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

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

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

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

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

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

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

**Uganda Studies Program (USP)**

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

**Washington Journalism Center (WJC)**

The Washington Journalism Center offers an advanced, experiential semester on Capitol Hill that cultivates professional news skills and encourages students to think through the implications of being a Christian working in the news media in a city that is home to the powerful and the powerless. Students earn 16 semester credits for this program. Visit [www.bestsemester.com](http://www.bestsemester.com) for more program information.

**Additional Approved Off-Campus Programs**

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

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

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

**AustraLearn, Westminster, Colorado**

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

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

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

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

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

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

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

**Educational Programmes Abroad, Kalamazoo, Michigan**

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

**EduVenture, Huapoca, Mexico**

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

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

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

**Houghton in Tanzania**

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

## ACADEMIC PROGRAMS

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

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

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

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

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

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

### **Semester in Spain, Seville, Spain**

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

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

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

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

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

### **Other International Programs**

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

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

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

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

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



### **Center for Research in Science**

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

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

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

Additionally, CRIS helps to further student and faculty research by arranging both intramural and extramural internships, inviting visiting scientists to engage with students in classroom settings, and working to establish synergistic partnerships with local businesses and organizations. For more information, call (626) 387-5705 or visit [www.apu.edu/cris/](http://www.apu.edu/cris/).

# Student Life



<b>Student Life</b>	<b>70</b>	<b>International Student</b>		<b>Office of Ministry</b>	
<b>ASB</b>	<b>70</b>	<b>Health Insurance</b>	<b>72</b>	<b>and Service (MAS)</b>	<b>74</b>
<b>Athletics</b>	<b>70</b>	<b>Housing Services</b>	<b>72</b>	<b>Night of Champions</b>	<b>75</b>
<b>Campus Pastors' Office</b>	<b>70</b>	<b>Institute for Outreach</b>		<b>Office of Student Success</b>	<b>76</b>
<b>Campus Safety</b>	<b>71</b>	<b>Ministries</b>	<b>72</b>	<b>Residence Life</b>	<b>76</b>
<b>Career Services</b>	<b>71</b>	<b>International Center (IC)</b>	<b>73</b>	<b>Social Expectation</b>	<b>76</b>
<b>Chapel Programs</b>	<b>72</b>	<b>International Student</b>		<b>Turner Campus Center</b>	<b>76</b>
<b>Communiversity</b>	<b>72</b>	<b>Services</b>	<b>74</b>	<b>University Counseling Center</b>	<b>76</b>
<b>Health Services</b>	<b>72</b>	<b>Multi-Ethnic Programs (MEP)</b>	<b>74</b>	<b>Women's Resource Center</b>	<b>76</b>
<b>Insurance</b>	<b>72</b>	<b>Multi-Ethnic Student</b>			
		<b>Alliance (M.E.S.A.)</b>	<b>74</b>		

## Student Life

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

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

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

## Associated Student Body (ASB)

Azusa Pacific University's Office of the Associated Student Body is a proactive student government comprised of student representatives committed to the purpose of upholding the university's Four Cornerstones, bridging the gap between students and the administration, and improving the spiritual, academic, and social wellbeing of the student body through God-centered leadership and service.

ASB comprises six executive board members (president, vice president, speaker of the house, director of communication, and the office manager), 8 senators, 4 class commissioners, and 10 house of representatives. Under the direction of the president, the executive board oversees the daily operation of the office and mobilizes the student body to engage with campus community.

## Athletics

Azusa Pacific University, a member of the National Association of Intercollegiate Athletics (NAIA), sponsors a nationally renowned 16-team intercollegiate athletics program. The Cougars are charter members of the Golden State Athletic Conference (GSAC), an 11-member group that features Christian colleges and universities throughout California.

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

One of the premier programs in the nation, Azusa Pacific intercollegiate athletics ranked among the NAIA's best of the best the past four years, winning the prestigious Directors' Cup in 2005, 2006, 2007, and 2008 for its overall success in post-season competition. The Cougars have finished in the top ten of the Directors' Cup for 12 consecutive years, the only NAIA school in the United States to do so. Additionally, Azusa Pacific is the 13-time defending GSAC all-sports champion and has won 30 NAIA national championships, third most in the association's 71-year history.

Azusa Pacific, one of only two members of the national Council for Christian Colleges and Universities west of the Rockies to field a football team, was crowned the NAIA national champion in football in 1998. Since that season, APU has qualified for the NAIA playoffs five more times.

The Cougar men's track and field program has garnered 18 NAIA national championships since 1983, while the women's program has won five NAIA crowns since 2003. The women's cross country team has finished in the NAIA's top ten for seven of the past eight years, and the men's squad has been among the top ten for five of the past six years. In 2007, Cougar athletes won the NAIA men's and women's individual cross country national championships.

Azusa Pacific is one of the premier soccer universities in the nation. In 2007, the Cougar men won the NAIA national championship. It was their third straight national championship game appearance. Meanwhile, the Cougar women were the NAIA national runner-up for the second consecutive year and the third time since winning the national championship in 1998 with an undefeated season.

The men's basketball team has advanced to the NAIA championship tournament 13 consecutive years, the second-longest active streak in the nation. In 2005, the Cougars played for the NAIA national championship. The winningest program in GSAC history, the Cougars have won 13 of the past 16 GSAC titles.

Azusa Pacific women's basketball, a four-time GSAC championship team, has made five consecutive NAIA tournament appearances, advancing to the round of "Sweet 16" twice.

Men's tennis has emerged as an elite program appearing in five straight national championship matches and winning the NAIA crown in 2005. Meanwhile the Cougar women have appeared in seven straight NAIA national championship tournaments and have advanced to the tournament semifinals three of the past four years.

Cougar softball has captured three GSAC crowns and, in 2000, finished second in the NAIA. Women's volleyball, which won the 1980 NAIA title, has earned six NAIA tournament berths, including the first-ever back-to-back appearances in program history in 2005 and 2006.

Azusa Pacific houses five athletic facilities, three of which were constructed in the past eight years, including the beautiful Felix Event Center, a 3,500-seat complex in which men's and women's basketball and women's volleyball play their home contests.

## Campus Pastors' Office

College can be an exciting time of life filled with new ideas, relationships, and experiences. Yet, underneath it all lays the real purpose of the college experience. For some, college represents nothing more than obtaining a degree or building a résumé. For others, it means much more.

Students come to APU to grow as disciples and scholars who seek to advance the work of God in the world, because Azusa Pacific encourages and challenges students to follow Jesus Christ and develop a Christian perspective of truth and life. Every program from academics to athletics, from student life to missions seeks to continually transform each student's heart, soul, and mind by the renewing and redemptive work of God—as both an individual and a valuable part of the Body of Christ.

God brings students to APU for a remarkable blend of Christian community and outstanding scholarship. Both experiences work together to form a foundation for a life of service. The campus pastors partner with students through this transforming process as they work toward increasing spiritual maturity and understanding of the interrelationship of discipleship and scholarship.

The Campus Pastors' Office exists to promote the Kingdom of God in the APU undergraduate community and to invite students to grow in discipleship and relationship with God through opportunities for spiritual mentorship, pastoral care and guidance, spiritual formation programs, and receiving the sacraments.

*"I appeal to you therefore, brothers and sisters, by the mercies of God, to present your bodies as a living sacrifice, holy and acceptable to God, which is your spiritual worship. Do not be conformed to this world, but be transformed by the renewing of your minds, so that you may discern what is the will of God—what is good and acceptable and perfect."*

*Romans 12:1-2 (NRSV)*

Contact the Campus Pastors' Office at (626) 815-3855 or [kcross@apu.edu](mailto:kcross@apu.edu).



### **Campus Safety**

The Department of Campus Safety is located in the first-floor lobby of Adams Hall. The staff provides a large number of safety services for the community.

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

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

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

The Department of Campus Safety also enforces traffic and parking regulations on all APU property and campus locations. The Azusa Pacific University Vehicle Code lists the driving and parking rules on campus and the ramifications for violation of those regulations. The APU vehicle code can be accessed online at the APU website. Students who are unfamiliar with these rules should view them at [www.apu.edu/campusafety/vehiclecode/](http://www.apu.edu/campusafety/vehiclecode/).

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

The Department of Campus Safety offers Rape Aggression Defense (RAD) classes for women in the APU community. The Rape Aggression Defense System is the leading women's basic self-defense system nationwide. For more information or to sign up for classes, please contact the Department of Campus Safety directly at (626) 815-3805.

Additionally, the Department of Campus Safety has initiated an American Defender Personal Safety Whistle Program. A whistle, free of charge, is available to any individual on campus and should only be used in case of an emergency. It can be utilized to signal for help, frighten away an intruder, or alert others to call Campus Safety. Whistles should be utilized only when an individual is in

distress or when he/she sees another in jeopardy. To prevent abuse and to maintain the viability of such a program, there is a \$250 fine for misuse on campus. When a whistle is heard on campus, students are encouraged to locate the individual in need, contact the Department of Campus Safety, and observe the situation. Students or employees should never place themselves in harm's way. Questions should be directed to the Department of Campus Safety at (626) 815-3805.

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

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

### **Career Services**

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

#### **Choosing a Major and Exploring Careers**

Career Services assists students in self-exploration by assisting them in identifying interests, abilities, values, personality, and environmental preferences that are helpful in choosing a major and career. Several opportunities are available for students to do this, including individual appointments with a career counselor, interest and personality assessments, the three-unit course Calling, Major, and Career Exploration: A Strengths-based Approach as well as Career and Life Planning, a three-unit, upper-division course.

#### **Career Library and Resources**

The Career Resource Library contains a wide variety of information to help students and alumni in their career searches. Resources include a computerized career guidance system, publications offering current career information, and a database of alumni networking contacts.

#### **Employment Opportunities**

Career Services assists students in locating job opportunities. Services include APU Career Network, an online, Internet-based, part/full-time/internship employment listing, and an annual Career Fair in the spring which brings 50-60 employers from quality organizations to APU. On-campus recruiting occurs immediately after the Career Fair during which employers choose to interview graduating students and alumni for career positions. The Health Care Recruitment Fair brings representatives from 55 plus hospitals in the fall to recruit primarily for nursing and other health care professionals. Teacher Interview Day brings 60 plus school districts to campus in May to interview for teaching positions. Summer Camp Recruiting Fair gathers 30 plus summer camp recruiters. Evening with Industry allows students to network with companies and non-profits over a meal while learning about career related topics.

#### **Graduate School**

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



## Chapel Programs

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

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

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

## Communiversity

The Office of Communiversity serves APU students by providing purposeful programming while challenging and developing their intellectual and spiritual growth. The goal is to create a Christ-centered community. Communiversity helps meet the social, cultural, recreational, intellectual, and spiritual needs of the APU community in some of the following ways: APU clubs and organizations, commuter services, intramurals, concerts, cultural arts, outdoor adventures (recreational trips and rental programs), and various other events. Communiversity also manages the Student Union (a.k.a. Cougar Dome) and InCom which is located in the Cougar Dome, one of the primary on-campus information hubs for the student community.

## Health Services

The Student Health Center exists to support the university by evaluating, treating, maintaining, and promoting optimal physical, mental, and spiritual well-being of the APU student body. The Health Center offers services for preventative medicine as well as the treatment of minor illnesses, emergencies, and first aid. Special appointments include: stress management, substance abuse, smoking cessation, weight management, premarital consultations, Pap smears, STD testing, and mole removals.

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

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

## Insurance

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

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

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

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

## International Student Health Insurance

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

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

## Housing Services

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

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

## Institute for Outreach Ministries

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

APU students serve in Mexico during Easter Vacation, and through Focus International, travel to ministry sites around the globe learning about different cultures and broadening their experience of God in the world. The service component of the APU experience is grounded in a deep-seated understanding that following Jesus involves coming alongside others to demonstrate the Good News of God's inclusive, empowering love.

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

## Mexico Outreach

Since 1966, Mexico Outreach has taken groups from across the United States and Canada to Mexico to work with the local church and community and lovingly show Christ to people of all nations. Throughout various trips each year, thousands of high school students and hundreds of college students travel to Mexico for intensive weeks of ministry. APU students join thousands of others during Easter Vacation in Mexicali and Ensenada, serving with Mexican churches, prisons, medical clinics, and Mexican communities. Thanksgiving weekend offers ministry opportunities for APU students and college students from across the country to worship and work jointly with Mexican churches. Ministry credits are offered for participation in these events.

## Rancho El Refugio, Ensenada

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

## Office of World Missions

Founded as a small Training School for Christian Workers in 1899, APU's Office of World Missions (OWM) continues to send students, faculty, staff, and alumni across borders, cultures, and languages for missions and sustainable international development work. OWM facilitates a variety of missions and global awareness opportunities integrating the Great Commission. The three prominent programs are Focus International, Global Vision Week, and Global Relief. Formally and informally, OWM strives to fulfill the following mission statement: "As part of the Institute for Outreach Ministries, the Office of World Missions provides young adults with opportunities to understand God's global mission that they may develop a more incarnational lifestyle while partnering with the Global Church."

## Prominent Programs

- **Focus International** provides short-term mission opportunities in more than 60 countries worldwide with more than 2,500 team members since 1984. Depending on the need and mutual partnership of the mission hosts, the type of ministry during Easter Vacation and summer months requires all majors and areas of skills sets. Some of the ministries involve: orphanages, youth at risk, street children, healthcare service with Mother Teresa's homes in Kolkata, teaching conversational English in Vietnam and China, HIV/Aids work with youth in South Africa, serving alongside teachers in Ghana, kids living in the slums of Nicaragua, providing healthcare to sugar plantation workers of Dominican Republic, and mentoring the urban youth of Camden, New Jersey. Focus International allows short-term participants to serve alongside long-term missionaries and/or alumni nationals as they further develop hearts and minds towards a mission-based lifestyle locally and globally.
- **Global Vision Week (GVW)** exposes the APU community to God's global perspective in hopes of fulfilling the Great Commission throughout the world. During GVW, more than 80 mission and service representatives interact with APU community in chapel, classes, and an array of educational and social events. Co-sponsoring with the International Center, GVW is a collaborative week-long program of student life offices and academic departments to discover God's heart for the world, understand the status of the world-wide mission, and celebrate global diversity by highlighting international students and providing opportunities for the APU community to learn of the world locally and globally.

- **Global Relief** was established as a social response program during the aftermath of the 2005 Hurricane Katrina. With the American Red Cross, more than 1,400 APU and community members were trained as Disaster Relief Volunteers and more than 650 members were CPR and First Aid certified in English and Spanish. Global Relief partners with faith- and non-faith based agencies to respond in the U.S. and around the world. Currently, Bangladesh Relief (due to Cyclone Sidr) consists of raising awareness and funds for the local Church to participate with the global Church of rebuilding homes and livelihood.

## International Center (IC)

The International Center consists of three departments: International Enrollment Services, International Student Services, and the American Language and Culture Institute. These departments serve international students in their pursuit of an education. The International Center is located on East Campus. The office hours for the International Center are: Monday-Friday, 8 a.m. to 4:30 p.m. Please see each department's description for more detailed information.

## International Enrollment Services (IES)

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

## International Student Services (ISS)

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

## American Language and Culture Institute (ALCI)

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

## International Campus Fellowship

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

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

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

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

## International Student Services

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

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

ISS holds various activities throughout the year to promote international awareness on campus. A few of these activities include Global Vision Week, Global Fest, and international awareness training sessions for student leaders.

## Multi-Ethnic Programs (MEP)

### Introduction

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

### MEP pursues this mission by:

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

The MEP staff promotes student development through their advisement of M.E.S.A. (the Multi-Ethnic Student Alliance) and ethnic organizations (A.M.I.G.O.S., BSA, APASO, PIO, and SEVEN). In addition, MEP coordinates the Multi-Ethnic Leadership Scholarship Program, which involves education in diversity, leadership, and discipleship with selected students who become leaders of intercultural understanding and racial reconciliation on campus and beyond. MEP administers other scholarship programs for the university, and provides information on scholarship, fellowship, and internship opportunities offered by outside organizations for ethnic minority populations. The office also sponsors various events for the campus, including Gospel Sing (an annual gospel concert featuring choirs from the area churches and schools), heritage month programs, workshops, attending a racial reconciliation conference, Unlearn Week, Spotlight Talent Showcase (for Azusa High School students), discussions, and other activities.

## Ethnic Organizations and Student Groups

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

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

In addition to regular meetings, ethnic organizations sponsor and co-sponsor events like Connection Preview Day (in conjunction with the Office of Admissions), hip-hop concerts, luaus, barbecues, coffee houses, discussion groups, guest speakers, and luncheons.

Each organization invites participation and involvement from all students, as everyone has ethnicity and culture and contributes to the diversity of APU's campus community.

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

## Student Life

- BSA (Black Student Awareness)
- A.M.I.G.O.S. (a mixed intercultural group of students)
- APASO (Asian Pacific American Student Organization)
- PIO (Pacific Islander Organization)
- Spotlight Talent Showcase coordinator
- Heritage Month coordinator

All ethnic organizations and programs are student led and advised by MEP and invested faculty and staff. To contact these student groups, call the MEP office at Ext. 3720.

## M.E.S.A. (Multi-Ethnic Student Alliance)

### Ext. 3513 or 3720

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

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

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

## Office of Ministry and Service (MAS)

MAS believes that faith in God should inspire communities and individuals to reach out in service to a broken world and embody the good news of God's inclusive and empowering love for humanity. Driven by grace, a love for God is interconnected with a love of neighbor and should lead to a pathway of reconciled relationships with those across the street and around the world. **The Office of Ministry and Service (MAS) exists to educate and mobilize the APU undergraduate community toward an active response in service that advances the work of God in local communities.**

## STUDENT LIFE

Azusa Pacific University, founded as the Training School for Christian workers, has a strong legacy and commitment to service as a response to faith in Christ. This commitment begins in the city of Azusa, with strong partnerships connecting APU with children, families, community leaders, churches and the local government. Downtown Los Angeles provides additional opportunities to learn and grow in relationship with our neighbor. These experiences in service will help move the community from complacency, ignorance and fear to faith, reconciliation, education and action.

### Service Requirement for Graduation

As a foundational component of the APU undergraduate experience, each full-time student must fulfill 120 MAS credits along with their academic requirements. There are many opportunities to receive MAS credit including participation in MAS ministries, service-learning courses, international service experiences and additional volunteer opportunities outside the APU community.

Following are the graduation requirements for full-time students:

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

Through supervised, purposeful and transformational service, APU students become consistent community contributors. Generally, students earn credits according to the following guidelines:

- 5 credits, one day service experience
- 10 credits, weekend service project
- 15 credits, semester of weekly involvement (generally 1 hour per week totaling 15-25 hours of service)
- 30 credits, intensive week long or summer experience

The maximum amount of MAS credits is 30 per semester and 45 per academic year. (For instance, 15 fall semester credits for Cerritos Kidz and 30 credits for a spring L.A. 101 experience.) To receive credit for completing MAS credits, students must complete the Ministry/Service Report and turn it in to the MAS office, preferably during the semester they completed the service experience. These forms are available in the MAS office or through the website at [www.apu.edu/mas](http://www.apu.edu/mas).

Though MAS encourages students to broaden their horizons through different experiences, it also recognizes that students may desire to stay with a particular ministry to continue developing their gifts and sustain relationships. Additionally, they may find that a certain ministry/service opportunity is a fitting compliment to their academic major. MAS fully supports this continuity of involvement and encourages students to provide increased leadership within the community. Students may receive 45 credits maximum per year, distributed in any way they choose among ministry/service ventures. Only the following restrictions exist:

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

### Starting a New Ministry

MAS desires to develop new ministry opportunities within the city of Azusa and beyond, partnering with religious and civic organizations to develop long-term, sustainable community partnerships. MAS also affirms the entrepreneurial spirit within students who seek to start relevant and purposeful ministries. Students who have a desire to start a new ministry should visit the MAS office to share their ideas and begin the collaboration process.

### Current Opportunities

The MAS student-led ministries include training and ongoing mentorship to promote biblical community development principles and prepare Christian leaders for practical, transformative, holistic ministry. Visit the MAS office or [www.apu.edu/mas](http://www.apu.edu/mas) to discover a place to serve and the multiple ways to engage service with the local community. Current opportunities include, but are not limited to:

- **Cerritos Kidz** and **A-Town Kidz**, residential academic mentoring
- **S.A.Y. Yes!**, after-school programming for children in downtown L.A.
- **Azusa Food Bank**, food resources and shared meals
- **!Viva Azusa!**, soccer clinics and fellowship
- **San Dimas Retirement Center**, relationship building with senior citizens
- **L.A. 101**, four-day immersion experience in Los Angeles
- **Door of Hope**, transitional housing for homeless families
- **Peach Factory**, academic support for children and families
- **W.A.Y. Academic Mentoring**, academic support at Azusa high school
- **Loving Hands**, relational ministry with children and families in Pomona
- **S.E.E.D.**, environmental education for elementary students
- **Azusa Community Garden**, gardening and fellowship with local families

In addition to the student-led ministries, there are several opportunities to learn, live and grow through MAS:

- **MAS Living-Learning Community**, on-campus residential service program in Crestview in collaboration with Residence Life
- **Matheteis Dinner Forum**, forums discussing relevant social issues
- **Nancy Moore Celebrate Azusa Scholarship**, service scholarship for eligible students from the city of Azusa

### Night of Champions

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



## Office of Student Success

The Office of Student Success oversees a variety of programs and activities that help students excel during their time at APU with the belief that each and every entering student:

- Has been uniquely created by God.
- Has been specifically and intentionally gifted by God to accomplish an important purpose.
- Has been strategically placed by God in our sphere of influence for an important reason.
- Already has within him/her all of the strengths and talents he/she needs to achieve and persist to graduation.
- Will benefit through knowing his/her strengths and how to apply them in order to achieve his/her true levels of excellence and fulfill God's plan for his/her life.

## Residence Life

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

## Social Expectation

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

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

## Turner Campus Center

Located in Azusa Pacific's Turner Campus Center are the cafeteria (aka "The Dining Hall"), Banquet Services, the student post office, Cougars' Den Café, and the One Card Office where students may purchase meal plans, add Cougar Bucks to their ID cards, or replace an ID card.

In addition, the Associated Student Body functions as a part of the campus center. The ASB's ability to influence the APU community is derived from its representation of student opinion, and its effectiveness lies in its ability to turn that representation into service. The ASB administrative council provides a laboratory for citizenship, social responsibility, and leadership.

## University Counseling Center

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

## Women's Resource Center

The Women's Resource Center exists to educate, inspire, and encourage advocacy for the women of Azusa Pacific University. Through various educational programs, WRC creates opportunities for women to understand women's issues as well as to celebrate with one another. Women's Resource Center is staffed under the direction of the associate dean of student's leadership with graduate interns, undergraduate interns, and volunteers.

# College of Liberal Arts and Sciences



<b>Humanities Program</b>	<b>79</b>	<b>Department of Global Studies, Sociology, and TESOL</b>	<b>113</b>
<b>Liberal Studies/Undergraduate Education K-8 Program</b>	<b>80</b>	<b>Department of History and Political Science</b>	<b>119</b>
<b>Department of Art</b>	<b>84</b>	<b>Department of Mathematics and Physics</b>	<b>126</b>
<b>Department of Biology and Chemistry</b>	<b>91</b>	<b>Department of Modern Languages</b>	<b>132</b>
<b>Department of Communication Studies</b>	<b>99</b>	<b>Department of Psychology</b>	<b>138</b>
<b>Department of Computer Science</b>	<b>103</b>	<b>Department of Theater, Film, and Television</b>	<b>144</b>
<b>Department of English</b>	<b>109</b>		

# College of Liberal Arts and Sciences

## Introduction

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

The college includes 11 academic departments, 4 centers and programs, and more than 113 full-time faculty. CLAS offers 26 majors, including an accelerated degree program in computer science and graduate programs in art and TESOL. The college also offers many of the courses in the university's general studies program. CLAS additionally houses the yearbook, student newspaper, forensics program, drama program, and campus radio station.

## CLAS Centers

### The Writing Center

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

To this end, the Writing Center staff:

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

### The Learning Enrichment Center

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

### The Center for Research in Science

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

## The Math Center

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

## CLAS Programs

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

### Humanities Program

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

### Liberal Studies/Undergraduate Education K-8

This program equips future teachers by promoting an understanding of all students, emphasizing knowledge of subject matter, and cultivating awareness of cultural diversity in the teaching profession through coursework and experiences in surrounding school districts that develop a Christian worldview.

# Humanities Program

## Faculty

Director: Christopher Flannery, Ph.D.

Faculty: Tom Dunn, M.A. (Art); Diana Glycer, Ph.D. (English); Teri Merrick Ph.D. (Theology and Philosophy); Steve Wilkens, Ph.D. (Theology and Philosophy); David Williams, Ph.D. (Theology and Philosophy)

## Program Overview

All humanities courses have roots in the liberal arts. The liberal arts are basic; they are foundations for a full liberal education, which rises from them and reaches beyond them. Throughout Christendom, from the time of Augustine, to the time of Aquinas, to the present, the liberal arts have been understood as the necessary preparation for the lofty and rigorous discipline of understanding in its fullness "...the truth [that] shall make you free" (John 8:32). The humanities curriculum builds on the foundation of the Great Works Option for fulfilling General Studies core requirements. Great works of literature, philosophy, art, music, science, and theology offer the most enriching content of the liberal arts and of liberal education itself. These great works are living teachers speaking to each generation with rare wisdom and beauty. They illuminate the human condition with the most penetrating light from the entire spectrum of human inquiry. Through study of such works, students of the humanities integrate the liberal arts with one another, with education as a whole, and with Christian higher education in particular.

A liberal arts education prepares the student not for a specific profession but for life itself, for the moral, intellectual, social, civic, and spiritual maturity and growth that accompany a life well-lived. A successful liberal education prepares the student for the proper ordering of all spheres of life and for a lifetime of learning. The first task of the liberal arts is to secure the liberation of the mind from those many fetters that can bind it: notably ignorance, prejudice, and the influence of the passions. In and through this essential freedom, the freedom of the mind, "humanity" manifests itself. The integrative principle of the liberal arts is this idea, *humanitas*, the root of humanities.

## Requirements for the Humanities Minor 24 units

The humanities minor consists of 24 units from the listed courses. At least 12 units must be upper-division HUM courses. Students must take HUM courses (upper or lower division) in at least three categories of the General Studies curriculum.

ART	354	Ancient Art History*	3
ART	356	History of Modern Art*/***	3
ART	361	Early Christian and Medieval Art*	3
ART	362	Renaissance to Rococo Art*	3
ENGL	377	Shakespeare***	3
ENGL	410	American Novel**	3
ENGL	466	British Novel	3
HUM	221	Humanities Seminar I: Great Works*	3, 4
HUM	222	Humanities Seminar II: Literary Masterpieces*	3, 4
HUM	223	Humanities Seminar III: Aesthetics*	3, 4
HUM	224	Humanities Seminar IV: Great Ideas*	3, 4
HUM	321	Humanities Seminar I: Great Works*	3, 4
HUM	322	Humanities Seminar II: Literary Masterpieces*	3, 4
HUM	323	Humanities Seminar III: Aesthetics*	3, 4
HUM	324	Humanities Seminar IV: Great Ideas*	3, 4
HUM	325	Humanities Seminar V: Christian Classics*	3, 4
MUS	351	Ancient, Renaissance, and World Music Literature**	3

MUS	352	Baroque, Classical, and Early Romantic Music Literature**/****	3
MUS	455	Late Romantic and 20 <sup>th</sup> Century Music Literature**	3
PHIL	210	Philosophical Foundations of Western Thought*	3
PHIL	310	History of Ancient and Medieval Philosophy	3
PHIL	320	History of Modern Philosophy	3
PHIL	340	Concepts of Human Nature*/****	3
POLI	160	Introduction to Politics*	3
POLI	360	Classical Political Thought	3
POLI	363	Modern Political Thought**	3
POLI	376	The American Founding**	3
SOC	298	Basic Sociological Theory	3
SPAN	432	Literary Masters	3
SPAN	431	Spanish Language Poetry and Short Story	3
UBBL	310	I and II Samuel*	3
UBBL	340	Romans and Galatians*	3
UBBL	341	Thessalonian and Corinthian Epistles*	3
UBBL	343	The General Epistles*	3

\*Meets a General Studies Core (or elective) requirement.

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

## Course Descriptions

### HUM 221/321 Humanities Seminar I: Great Works (3, 4)

This course offers a study of selected classic works that shaped and represented different civilizations in a specified historical era, taught by a faculty tutor in integrative, interdisciplinary fashion. On the APU campus, this is a three-unit course. At the High Sierra site it is worth four units and is to be taken with one or more other Humanities Seminar(s). HUM 221 and HUM 321 may not be taken concurrently, and additional work is required in HUM 321. This course may be repeated once for credit as the topic varies. *Meets the general studies core requirement in Heritage and Institutions.*

### HUM 222/322 Humanities Seminar II: Literary Masterpieces (3, 4)

This course offers a study of selected literary texts from a variety of cultures and genres in a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. On the APU campus, this is a three-unit course. At the High Sierra site, it is worth four units and is to be taken with one or more other Humanities Seminar(s). HUM 222 and HUM 322 may not be taken concurrently, and additional work is required in HUM 322. This course may be repeated once for credit as the topic varies. *Meets the general studies core requirement in Language and Literature.*

### HUM 223/323 Humanities Seminar III: Aesthetics (3, 4)

This course offers a study of the creative process and selected aesthetic masterpieces in a variety of cultures and genres from a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. On the APU campus, this is a three-unit course. At the High Sierra site, it is worth four units and is to be taken with one or more other Humanities Seminar(s). HUM 223 and HUM 323 may not be taken concurrently, and additional work is required in HUM 323. This course may be repeated once for credit as the topic varies. *Meets the general studies core requirement in Aesthetics and the Creative Arts.*

### HUM 224/324 Humanities Seminar IV: Great Ideas (3, 4)

This course offers a study of selected philosophical works illustrating intellectual perspectives of a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. On the APU campus, this is a three-unit course. At the High Sierra site, it is worth four units and is to be taken with one or more other Humanities Seminar(s). HUM 224 and HUM 324 may not be taken concurrently, and additional work is required in HUM 324. This course may be repeated once for credit as the topic varies. *Meets the general studies core requirement in Heritage and Institutions (Philosophy).*

### HUM 325 Humanities Seminar V: Christian Classics (3, 4)

This course offers a study of selected Christian classics on Christian life and doctrine from a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. On the APU campus, this is a three-unit course. At the High Sierra site, it is worth four units and is to be taken with one or more other Humanities Seminar(s). This course may be repeated once for credit as the topic varies. *Meets the general studies core requirement in God's Word and Christian Response (Doctrine).*



# The Liberal Studies/ Undergraduate Education K-8 Program

## Faculty

*Director: Paul Flores, Ph.D.*

*Director of Student Services: Jamie Lambertson, M.A.*

*Associate Professor: Steven Wentland, Ed.D.O.L.*

*Adjunct Faculty: Erin Andrade-Lopez, Ph.D.; Leansa Bryan, M.M.M.;  
Dave Hauser, M.A.; Jenniffer Killion, M.Ed.; Ivy Yee-Sakamoto, Ph.D.*

## Mission

This program equips future teachers and other professionals by promoting awareness of cultural diversity issues, integrating coursework and service learning experiences with the application of a Christian worldview as it relates to life vocation, and fostering a holistic understanding of knowledge, and studying multiple curricula with emphases in specific subject areas.

## Goals

- a. To establish a strong foundational understanding of subject matter on which to build teachers' professional preparation, instruction, and development
- b. To prepare well-educated beginning teachers who understand significant ideas, structures, and values in the disciplines comprising the K-8 curriculum
- c. To prepare prospective multiple-subject teachers to analyze situations, synthesize information from multiple sources, make decisions on rational bases, communicate skillfully, and appreciate diverse perspectives
- d. To provide collaboration between education majors and local schools to further their understanding of teaching in an experiential setting
- e. To produce teachers who are competent, compassionate, and people of character, who will ultimately serve students and their families by displaying Christ through their gift of teaching

## Program Overview

The Liberal Studies/Undergraduate Education K-8 Program offers a Bachelor of Arts in Liberal Studies, approved by the California Commission on Teacher Credentialing to prepare undergraduate students seeking careers as elementary school teachers with the breadth of content knowledge needed to teach in a K-8 setting.

The liberal studies degree provides future elementary school teachers with opportunities to teach up to a basic ninth-grade level subject(s), and to take the California Subject Examination for Teachers: Multiple Subject (CSET). State changes require a Supplementary/Subject Matter Authorization (SMA) if the student desires to teach up to a ninth-grade level. Please consult the Liberal Studies/Undergraduate Education K-8 office for complete information.

During the first two years of college, it is suggested that undergraduate liberal studies majors complete university general education requirements and prerequisites to upper-division coursework, which is embedded in the program's four-year plan. Students may want to explore the teaching field by taking EDUC 300 Introduction to Teaching as a Profession as sophomores, juniors, or seniors, along with EDUC 405 Diversity in the Classroom and EDUC 496 Senior Seminar. Students in this program participate in approximately 72 hours of teacher-oriented service learning field experience through several core liberal studies/undergraduate education K-8 courses.

## Career Opportunities

Though most liberal studies graduates find teaching positions in public and private elementary schools locally, nationally, and abroad, demands exist in the business and communication fields as well because of the increasing need for college graduates with broad and diverse academic backgrounds.

Every spring, APU hosts a Teacher Interview Day where local public school districts, private schools, and APU students participate.

## Teacher Education Preparation/Undergraduates taking Graduate Teacher Education Courses

Multiple-Subject Credential candidates seeking admission into the Teacher Education Program must take both the CBEST and CSET. **Undergraduate students should plan for successful passage of CBEST during their sophomore year, and the CSET during their junior/senior year (after most core courses are taken) prior to applying to the credential program.** Those who pass these tests by graduation may be hired on paid contracts with a school district while completing their fifth-year Multiple-Subject Credential. This qualifies the student to apply for an Intern Credential.

While qualified undergraduate students may take an unlimited number of graduate courses, a maximum of eight of those units earned as an undergraduate may be applied toward a master's degree. Undergraduate students with unit availability during their last semester are advised to start their fifth-year credential and/or take units that will count toward their SMA. Please contact the Office of Liberal Studies/Undergraduate Education K-8 Program for details.

**THE LIBERAL STUDIES/UNDERGRADUATE EDUCATION K-8 PROGRAM**

**Liberal Studies Major Requirements 117-125 units**

The liberal studies major gives broad coverage in the liberal arts. A total of 117-125 units must be earned from the following areas: language/literature, mathematics, science, social sciences, humanities, visual/performing arts, physical education, human development, religion, and a subject concentration (depth of study). All 64 units of general studies requirements are met by completing the liberal studies major. Depending upon the subject concentration selected, students may enrich their program with one or more electives of their choice. Core and concentration courses require a minimum of a C grade (2.0), however, please note that students must maintain an overall B average (3.0 GPA) in all core courses. A portfolio is required for graduation consisting of samples from 10 courses related to education. Students are given the Portfolio Assessment of Subject-Matter Competence and Professional Growth requirements in their first semester during Academic Advising. All students, before graduation, must present their portfolio to their advisor at the time of their exit review. The minimum number of units required for graduation is 126. Transfer students should contact the Liberal Studies/Undergraduate Education Office for appropriate advising and course requirements that may differ from the program below. **Please see the Liberal Studies/Undergraduate Education Program office for a 4-year plan.**

Those classes which are in bold type are considered the core of the liberal studies curriculum.

<b>Language/Literature</b>		<b>23 units</b>
COMM 111	Public Communication <sup>+</sup>	3
ENGL 110	Freshman Writing Seminar	3
ENGL 111	Introduction to Literature <sup>*</sup>	3
ENGL 402	Principles of Language	3
<b>ENGL 434</b>	Children's Literature <sup>**</sup>	3
Foreign Language <sup>+</sup>		4, 4

<b>Mathematics</b>		<b>6 units</b>
MATH 110	College Algebra <sup>+</sup>	3
<b>MATH 201</b>	Mathematical Concepts for the Elementary Teacher	3

<b>Science</b>		<b>14 units</b>
BIOL 101	Fundamentals of Biology <sup>*</sup> (with lab)	4
<b>BIOL 400</b>	Science and Children (with lab)	4
PHYC 110	Principles of Physical Science (no lab)	3
PHYC 175	Earth Science Concepts and Applications (no lab)	3

<b>History and Social Science</b>		<b>18 units</b>
HIST 120	World Civilizations to 1648 <sup>*</sup>	3
HIST 121	World Civilizations Since 1648 <sup>*</sup>	3
<b>HIST 151</b>	U.S. History to 1865 <sup>*</sup> (satisfies U.S. Constitution)	3
HIST 152	U.S. History since 1865 <sup>*</sup>	3
HIST 210	World Geography	3
HIST 338	History of California	3

<b>Humanities</b>		<b>3 units</b>
PHIL 220	Introduction to Philosophy <sup>*</sup>	3

<b>Visual/Performing Arts</b>		<b>6 units</b>
<b>ART 310</b>	Fundamental Art Experiences <sup>*</sup>	3
<b>MUS 432</b>	Music in the Elementary Schools	3

<b>Physical Education</b>		<b>6 units</b>
PE 108-117	Fitness for Life <sup>+/\^</sup>	1
PE 240	Health Education <sup>+/\^</sup>	2
<b>PE 450</b>	Physical Education in Elementary Schools, K-6 (Prerequisites: PSYC 290 and EDLS 300)	3

<b>Human Development</b>		<b>3 units</b>
<b>PSYC 290</b>	Human Growth and Development <sup>*</sup>	3

<b>Education</b>		<b>11 units</b>
CSA 101	Beginnings <sup>+</sup>	1
<b>EDLS 300</b>	Introduction to Teaching as a Profession (sophomore standing, lab included)	4
<b>EDLS 405</b>	Diversity in the Classroom <sup>***</sup>	3
<b>EDLS 496</b>	Senior Seminar <sup>*</sup>	3

<b>Religion</b>		<b>15 units</b>
CMIN 108	Christian Life, Faith, and Ministry <sup>*</sup>	3
UBBL 100	Exodus/Deuteronomy <sup>*</sup>	3
UBBL 230	Luke/Acts <sup>*</sup>	3
Select one of the following		
UBBL 310	I and II Samuel <sup>*</sup>	3
UBBL 311	Hebrew Prophets I <sup>*</sup>	3
UBBL 320	Hebrew Poetical and Wisdom Literature <sup>*</sup>	3
UBBL 330	Life and Teachings of Jesus <sup>*</sup>	3
UBBL 340	Romans and Galatians <sup>*</sup>	3
UBBL 341	Thessalonians and Corinthian Epistles <sup>*</sup>	3
UBBL 343	The General Epistles <sup>*</sup>	3
UBBL 350	Geographical and Historical Setting of the Bible <sup>*</sup>	3
UBBL 460	Theology of the Old Testament <sup>*</sup>	3
UBBL 461	Theology of the New Testament <sup>*</sup>	3
Select one of the following		
THEO 303	Theology and the Christian Life <sup>*</sup>	3
THEO 352	Church History to 1517 <sup>*</sup>	3
THEO 354	Church History since 1517 <sup>*</sup>	3
THEO 363	Contemporary Christian Thought <sup>*</sup>	3

<sup>\*</sup>Meets a General Studies Core (or elective) requirement.  
<sup>\*\*</sup>Meets a General Studies Elective requirement.  
<sup>\*\*\*</sup>Meets the Upper-Division Writing Intensive requirement.  
<sup>+</sup>Meets a University Skills requirement.  
<sup>^</sup>Taken concurrently

**Concentrations 12-20 units**

Concentrations are available in art, English, math, music, physical education, science, social science, and Spanish; see below. Students must take at least 50 percent of the courses for each concentration through an APU program. A minimum of a C (2.0) is required in each of these classes. For further and updated information regarding a Supplement in Physical Education or Subject Matter Authorization in the other specified concentration area, please contact a credential analyst within the Department of Teacher Education. Categories and units are subject to CCTC regulations.

**Art Concentration 17 units**

Required Courses		
ART 145	Drawing I	3
ART 146	Painting I	3
Select one of the following:		
ART 354	Ancient Art History <sup>*</sup>	3
ART 356	History of Modern Art <sup>*/***</sup>	3
ART 357	Contemporary Art Trends <sup>*</sup>	3
ART 361	Early Christian and Medieval Art <sup>*</sup>	3
ART 362	Renaissance and Rococo Art <sup>*</sup>	3
Select one of the following:		
ART 205	Ceramics I <sup>**</sup>	3
ART 311	Sculptural Objects and Functional Art	3
ART 403	Multicultural Art <sup>*</sup>	3

Art Electives 5 units  
 Plus 5 units in art electives (3 units may be Fundamental Art Experiences<sup>\*</sup>)

**COLLEGE OF LIBERAL ARTS AND SCIENCES**

<b>English Concentration</b>	<b>12 units</b>
ENGL 404 Approaches to Grammar	3
ENGL 406 Advanced Composition***	3

Select two courses from the following:

(Note: One must be ENGL 324, ENGL 334, or ENGL 344.)

ENGL 324 World Literature to the Renaissance*	3
ENGL 334 World Literature since the Renaissance*	3
ENGL 344 American Literature to 1865*	3
ENGL 354 American Literature since 1865*	3
ENGL 377 Shakespeare***	3
ENGL 410 American Novel*** (alternate fall terms)	3
ENGL 435 Social and Psychological Aspects of Language (not offered every semester)	3

<b>Math Concentration</b>	<b>18 units</b>
(See the Department of Mathematics and Physics for updated schedules.)	

MATH 251 Calculus I	5
MATH 252 Calculus II	4
MATH 340 Geometry (fall)	3
MATH 360 Probability and Statistics (spring)	3
MATH 460 History of Mathematics and Number Theory (spring)	3

Note: Students must begin their mathematics coursework at the level for which they qualify as determined by their SAT score, previous university coursework, or the APU mathematics placement test. Some students will require one or more courses prior to calculus.

<b>Music Concentration</b>	<b>18 units</b>
MUS 101 Beginning Voice Class	1
MUS 103 Beginning Piano Class^	1
MUS 104 Elementary Piano Class^ (prerequisite applies)	1
MUS 110 Elementary Guitar Methods	1
MUS XXX Applied Music^^	1
MUS 121 Music Theory I*	3
MUS 122 Music Theory II	3
MUS 133 Practical Musicianship I	1
MUS 134 Practical Musicianship II	1
MUS 250 Music and Civilization*	3
MUS 361 Introduction to Conducting (fall only)	2

\*Meets a General Studies Core (or elective) requirement.

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

^^See School of Music for complete listing of applied classes.

^Or one unit each Applied Piano (permission by audition only)

<b>Physical Education Concentration</b>	<b>19 units</b>
Required Courses	
AES 242 Introduction to Fitness Principles	2
PE 237 Methods of Teaching Rhythmic and Multicultural Activities	3
PE 250 Methods of Teaching Individual Sports (fall)	2
PE 252 Methods of Teaching Team Sports (spring)	3
PE 325 Motor Development and Learning	3
PE 406 Sociological and Psychological Aspects of Physical Activity and Sport	3
PE 452 Adapted Physical Education (Prerequisites: PE 325 and PE 450)	3

<b>Science Concentration Option I</b>	<b>20 units</b>
BIOL 151 General Biology I* (Prerequisite: BIOL 101 or high school biology)	4
BIOL 152 General Biology II (Prerequisite: BIOL 151) (spring only)	4
CHEM 111 Organic Chemistry for the Health Sciences^ (Prerequisites: CHEM 101 or high school chemistry, with a minimum SAT or ACT or GPA as set by the chair of the Department of Biology and Chemistry)	2

CHEM 112 Biochemistry for the Health Sciences^ (Prerequisite: CHEM 111)	1
CHEM 114 Laboratory for the Health Sciences^ (Pre- or corequisite: CHEM 111)	1
PHYC 190 Introduction to Astronomy*	4
PHYC 201 Fundamentals of Physics I*/^^ (fall only)	4

<b>Science Concentration Option II</b>	<b>16 units</b>
BIOL 250 Human Anatomy (Prerequisites: BIOL 101 or BIOL 151 or high school biology, along with a minimum SAT or ACT or GPA as set by the chair of the Department of Biology and Chemistry)	4
BIOL 251 Human Physiology (Prerequisite: BIOL 250 and CHEM 111 or CHEM 151; CHEM 151 may be taken concurrently with BIOL 251)	4
CHEM 111 Organic Chemistry for the Health Sciences^ (Prerequisites: CHEM 101 or high school chemistry, with a minimum SAT or ACT or GPA as set by the chair of the Department of Biology and Chemistry)	2
CHEM 112 Biochemistry for the Health Sciences^ (Prerequisite: CHEM 111)	1
CHEM 114 Laboratory for the Health Sciences^ (Pre- or corequisite: CHEM 111)	1
PHYC 201 Fundamentals of Physics I* (fall only)	4

\*Meets a General Studies Core (or elective) requirement.

^All must be completed to meet general studies requirement.

^^High school physics or university-level conceptual physics strongly recommended.

<b>Social Science Concentration</b>	<b>12 units</b>
POLI 150 American Government*	3
Choose one course from:	
HIST 320 Modern Africa	3
HIST 360 History of the Middle East I: Early and Medieval Islam	3
POLI 390 History and Politics of the Non-Western World	3
Choose two courses from:	
HIST 334 History of American Foreign Affairs	3
HIST 350 Medieval Europe	3
HIST 352 Renaissance and Reformation	3
HIST 357 Enlightenment Europe**	3
HIST 358 Europe 1789 – 1914**	3
HIST 359 Europe 1914 – 1992	3
HIST 374 Colonia Era	3
HIST 380 Civil War and Reconstruction	3
HIST 386 Modern America	3
UBBL 451 The Greco-Roman World	3

\*Meets a General Studies Core (or Elective) requirement.

\*\*Meets a General Studies Elective requirement.

<b>Spanish Concentration</b>	<b>15 units</b>
SPAN 201 Intermediate Spanish I	3
SPAN 202 Intermediate Spanish II	3
SPAN 301 Advanced Spanish (fall only)	3
SPAN 320 Advanced Spanish Composition (spring only)	3
Plus one Spanish Literature class: SPAN 421, 422, 432 (At least one is offered every semester.)	3

(SPAN 101, 102, 201, and 202 are prerequisites to the 300-level SPAN courses. SPAN 301 and 320 are prerequisites for literature courses except as study abroad.)

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

Students must earn a minimum of a C in core and concentration courses and an overall GPA of 3.0 must be maintained in all courses.

\*Meets a General Studies Core (or elective) requirement.

\*\*Meets a General Studies Elective requirement.

### Application to Teacher Education for a Fifth-Year Credential

APU candidates prepare to work in schools as teachers, and they must know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Therefore, the Department of Teacher Education assesses the candidate from admissions through recommendation of credentials in these standards making APU graduates highly sought-after professionals.

Application for admission to the Teacher Education Program (TEP) is needed only when applying to the credential program, not the bachelor's degree. The application requires liberal studies majors to complete a minimum of 60 units of university coursework, attend a mandatory information meeting, and successfully complete the application process to the Teacher Education Program prior to taking any TEP courses. See requirements for "Admission to the Teacher Education 2042 Multiple-Subject Credential Program, Track A". Candidates may then begin a sequence of professional TEP-prefixed education courses, which include 30 hours of concurrent daytime field experience in preparation for full-time student teaching later. TEP courses taken by undergraduate students may not apply to the Master of Arts, and these units will have to be made up prior to the completion of the Master of Arts in Education. Undergraduates must wait to complete the student teaching or intern teaching portion of the credential until they are graduate students with posted bachelor's degrees.

### Liberal Studies Minor

The 23-unit liberal studies minor is a multidisciplinary program that adds some foundational elements of K-8 subject-matter preparation and practical field experience to any student's major course of study. The program provides students with the opportunity to develop a teaching philosophy and acquire basic subject-matter knowledge in 5-7 different content areas with the understanding of diversity and culture in a classroom setting in today's educational world. This may provide some preparation for substitute teaching and lesson planning. Students work closely with an advisor in both major and minor fields in order to create an organized on-campus study. Liberal studies minors must maintain a C or higher in all courses credited toward their minor. NOTE: The minor does not prepare the student for the subject-matter exam, currently CSET. Additional studying is required in order to pass the exam and move forward with obtaining a Multiple-Subject Teaching Credential.

### Requirements for the Liberal Studies Minor

**22-23 units**

#### Core Requirements

**7 units**

EDLS	300	Introduction to Teaching as a Profession	4
EDLS	300L	Introduction to Teaching Lab	0
EDLS	405	Diversity in the Classroom***	3

#### Subject Matter Electives

**15-16 units**

Select 5 courses from the following:

ART	310	Fundamentals of Art Experiences*	3
BIOL	400	Science and Children	4
ENGL	434	Children's Literature**	3
MATH	201	Math Concepts for Elementary Teachers	3
MUS	432	Music in the Elementary Schools	3
PE	450	Physical Education in the Elementary Schools, K-6	3

\*Meets a General Studies Core (or elective) requirement.

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

### Course Descriptions

See the Graduate Catalog for complete description of credential programs and courses.

### Liberal Studies/Teacher Education

#### EDLS 300 Introduction to Teaching as a Profession (4)

LECTURE, 3 HOURS; LAB, 1 HOUR AND 15 MINUTES PER WEEK

This course provides an overview to the teaching profession, focusing on the art of teaching at the K-12 level. Issues addressed surround the California State Standards for the Teaching Profession and Content Standards including school organization, curriculum and pedagogical practices, classroom management, and assessment. *The service learning lab requires 15 hours in a K-12 school. Prerequisite: sophomore standing*

#### EDLS 405 Diversity in the Classroom (3)

This course focuses on the examination of the interaction of the student's cultural background with ethics, racial, religious, and gender issues, the educational setting, and wider social forces that affect traditional success and failure for students who are linguistically and culturally different. The course evaluates the role that administrators and teachers play in nurturing a spirit of multiculturalism to schools. *Meets general studies upper-division intensive writing requirement, includes service learning hours in educational settings, and is an ELL-approved course.*

#### EDLS 411 Introduction to Assessment (1)

The course provides an introduction to the California Teaching Performance Assessment with specific focus on principles of content-specific and developmentally appropriate pedagogy. Issues addressed include engaging and supporting students in learning, making subject matter comprehensible, assessing learning, planning instruction, and designing learning experiences for students. Electronic portfolio is utilized. *Pre- or co-requisite: EDLS 300*

#### EDLS 496 Senior Seminar: Education and Professional Ethics (3)

This senior seminar course prepares students to understand and express a Christian perspective on issues critical to the education profession. Biblical and theological themes relating to education provide a base, while historical biographies and examples supply a context in which students generate a distinctively Christian response to a contemporary problem facing education. *Meets the general studies senior seminar requirement. Prerequisites: senior standing; completion of the majority of the units required for God's Word and the Christian Response; completion of the majority of coursework in the major; and upper-division writing intensive course*

#### EDLS 497 Readings (1-4)

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

# Department of Art

## Faculty

*Chair and Professor: William Catling, MFA*

*Professor: David McGill, MFA*

*Associate Professors: Kent Anderson Butler, MFA;  
David Carlson, MFA; Guy Kinnear, MFA; Susan Ney, M.A.;  
James Thompson, Ed.D.; Melanie Weaver, MFA*

*Assistant Professors: Tom Dunn, M.A.; Rebecca Roe, MFA*

*Lecturers (part time): Justin Dahlberg, Katie Favello, Melissa Flicker,  
Amy Fox, Tonja Graves, Rebecca Hamm, Monica Landeros,  
Wesley Jessup, Mark Nelson, MaryAnn Rachford, Macha Suzuki*

## Mission

The mission of the Azusa Pacific University Department of Art is to prepare art students for a lifetime of artistic expression, and to cultivate individual creativity through the study of history, technique, presentation, and social engagement, as reflectors of the creative and transformative nature of God the ultimate Creator.

Faculty holds the belief that art is a socially responsible calling that empowers students to act as transformers in the world. In human history, artists have been the vessels and vehicles for spiritual, social, political, and psychological definition and change. Therefore, art is presented as both a professional occupation and an essential part of a liberal arts education. APU students train to continue in that artistic tradition.

## Department Overview

### Art Major

The Department of Art offers a Bachelor of Arts in Studio Art. Students take courses that provide a broad groundwork in the arts, then select an area of specialization, choosing from a variety of courses to streamline their skills. The art major has two program concentrations: studio art and teaching/art education. The studio art emphasis provides a solid foundation for those who wish to seek further training at the graduate level. Areas of concentration within this major are: drawing and painting, photography, ceramics, printmaking, sculpture, and crafts.

The teaching/art education concentration is a state-approved program for those wishing to teach art at the secondary level of public or private school. The Department of Art offers a teaching track that prepares majors for positions ranging from specialist in art at the K-12 level to teaching in the single-subject teaching track at the 7-12 level. The program comprises of specific professional course requirements accomplished by practical classroom application, field experience, and community service learning. The art major teaching concentration also allows students to concentrate in a specific area of interest including drawing and painting, ceramics, photography, sculpture, graphic design, and/or crafts.

## Graphic Design Major

The graphic design major prepares students to think creatively about visual communication problems and find aesthetically appropriate and effective solutions for them. Within this area, students gain experience in print design, webpage design, digital imaging, and developing design systems. Majors are required to take courses which provide foundational skills in various graphics software programs while developing skills in research and concept development. Students are encouraged to hone their craftsmanship and develop professional skills in image creation, visual communication, artist/client relationships, and final presentation in a commercial setting.

## Multiple-Subject Teaching Credential Information

An art concentration is available for liberal studies majors. See requirements under the program description for Education K-8/Liberal Studies.

## Goals

Art students will:

- Demonstrate craftsmanship in various traditional and new media, showing strength in one area.
- Develop aesthetics, valuing, and artistic perception.
- Explore historical and contemporary art, and how this relates to personal expression.
- Pursue and expand their understanding of the spiritual, intellectual, and cultural activity of the visual arts.
- Engage with others in an artistic community environment.
- Effectively apply verbal and written criticism.
- Practice professional presentation of their artwork.
- Integrate spiritual and studio practices to develop the whole person.

Graphic design students will:

- Demonstrate craftsmanship in the tools and technologies required for professional completion of a project.
- Develop skills in visual communication, conceptually-driven image development, and composition.
- Define audience/client needs and translate them into an appropriate aesthetic.
- Expand their understanding of the intersections of faith, sociocultural environment, and design.
- Engage with others in a professional creative environment for both team and individually driven projects.
- Effectively apply verbal and written criticism.
- Practice professional presentation of their artwork.
- Integrate spiritual and studio practices to develop the whole person.

## Career Opportunities

The teaching/art education concentration offers a state-approved, Single-Subject Matter Program providing courses required to enter a California teaching credential program in graduate school.

The studio art concentration is a liberal arts degree. Students who plan to go on to graduate school should take additional courses in a focused field of studies from the emphases listed above (i.e., photography, painting, etc.) Of these courses, 12 upper-division units to apply to an M.A. program, and 18 upper-division units to apply to an MFA program.

The graphic design major prepares students in the fundamentals of art and graphic design. Graduates can expect to pursue opportunities at entry-level design positions at corporate, in-house design offices; as production artists for design firms; and with additional training, opportunities in illustration, animation, or motion graphics. The degree also prepares students for graduate work.

## Study Abroad Opportunities

Art and design students are strongly encouraged to expand their educational experience by studying off-campus for a semester. Opportunities may include a semester in Italy with Gordon College's *Italian Renaissance Art Program*, a semester at Bass Lake with APU's *Great Works Program*, or a semester in England with APU's *Oxford Program*. Students are advised to plan ahead with their academic advisors for these semester-away programs.

## Department Policies

The following policies apply to all art and graphic design major students:

- Students must successfully complete a portfolio review RAC (Review of Artistic Competencies) before progressing to upper-division classes. (The review dates will be mailed to every art major and are available in the Department of Art.)
- Art majors must install an art exhibition and create a final portfolio at the conclusion of their coursework to prove proficiency in their selected art concentration.
- Graphic design majors will create a presentation portfolio that is reviewed by professional designers or a studio. They may also elect to exhibit as well.
- All art and design students must maintain at least a 2.0 grade-point average in major courses to graduate.
- All students who plan to hold a senior art show must take ART 431 Gallery Design by the semester before their exhibition.

## Requirements for the Art Major 60 units

Students should decide on an area of concentration by their sophomore year and notify their advisor.

### General Studio Concentration 60 units

#### Core Classes 48 units

ART 120	Introduction to Computer Graphics	3
ART 130	Two-Dimensional Design	3
ART 135	Three-Dimensional Design	3
ART 145	Drawing I	3
ART 146	Painting I	3
ART 170	Sculpture I	3
ART 205	Ceramics I**	3
ART 250	Photography I	3
ART 325	New Genre Art Forms	3
ART 431	Gallery Design	3
ART 450	Portfolio	2
ART 499	Thesis/Project	1

Select one of the following

ART 311	Sculptural Objects and Functional Art	3
ART 403	Multicultural Art*	3

Select one of the following:

ART 210	Printmaking: Relief**	3
ART 211	Printmaking: Serigraph**	3

Select three art history classes:

ART 354	Ancient Art History*	3
ART 356	History of Modern Art*	3
ART 357	Contemporary Art Trends*/***	3
ART 358	History of Graphic Design and Illustration	3
ART 359	Women in Art	3
ART 361	Early Christian and Medieval Art*	3
ART 362	Renaissance to Rococo Art*	3
HUM 223	Humanities Seminar III: Aesthetics*/^	3, 4
HUM 323	Humanities Seminar III: Aesthetics*/^	3, 4

\*Meets a General Studies Core (or elective) requirement.

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

^HUM 223 and HUM 323 are offered for three units on the APU campus, and four units at the High Sierra Campus.

### Upper Division Emphasis

12 units

Select upper-division art classes in a specific emphasis (ceramics, craft, drawing and painting, photo, printmaking, sculpture) to complete the 60 required units.

### Teaching Concentration:

#### Approved Subject Matter Program

60 Units

#### Freshman

ART 130	Two-Dimensional Design	3
ART 145	Drawing I	3
ART 120	Introduction to Computer Graphics	3
ART 146	Painting I	3
ART 135	Three-Dimensional Design	3

#### Sophomore

ART 310	Fundamental Art Experiences*	3
ART 311	Sculptural Objects and Functional Art	3
ART 325	New Genre Art Forms	3
Art History Class+		3
RAC Review		

Select one of the following:

ART 210	Printmaking: Relief (spring only)**	3
ART 211	Printmaking Serigraph (fall only)**	3

#### Junior

ART 403	Multicultural Art*	3
ART 312	Secondary Art	3
ART 320	Digital Imaging	3
Art History Class+	(see below for details)	3
Breadth Class++	(see below for details)	3

#### Senior

ART 431	Gallery Design	3
ART 450	Portfolio	2
ART 499	Thesis/Project	1
Art History Class+	(see below for details)	3
Breadth Class++	(see below for details)	3
Breadth Class++	(see below for details)	3

**The Art Major, Teaching Concentration, requires 9 units of art history classes and 9 units of breadth from a single emphasis. The following lists the course options:**

#### +Art History Courses

##### Select 9 units from

ART 354	Ancient Art History*	3
ART 356	History of Modern Art*/***	3
ART 357	Contemporary Art Trends*	3
ART 358	History of Graphic Design and Illustration	3
ART 359	Women in Art	3
ART 361	Early Christian and Medieval Art*	3
ART 362	Renaissance to Rococo Art*	3
HUM 223	Humanities Seminar III: Aesthetics*/^	3, 4
HUM 323	Humanities Seminar III: Aesthetics*/^	3, 4

\*Meets a General Studies Core (or elective) requirement.

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

^HUM 223 and HUM 323 are offered for three units on the APU campus, and four units at the High Sierra Campus.

#### ++Breadth Classes

##### Select 9 units from a single emphasis below

#### Ceramics

ART 205	Ceramics I**	3
ART 206	Ceramics II (prerequisite: ART 205)	3
ART 305	Ceramics III	3
ART 306	Ceramics IV	3
ART 406	Ceramics Studio Processes	1-3

#### Drawing and Painting

ART 200	Art and Science Integrations	3
ART 240	Figure Drawing and Painting	3
ART 340	Drawing and Painting II	3
ART 350	Illustration	3
ART 440	Drawing and Painting III	3
ART 445	Drawing and Painting Processes	1-3

COLLEGE OF LIBERAL ARTS AND SCIENCES

**Photography**

ART	250	Photography I	3
ART	260	Photography II	3
ART	360	Photography III	3

**Sculpture**

ART	170	Sculpture I	3
ART	205	Ceramics I**	3
ART	270	Sculpture II	3

**Graphic Design**

ART	220	Typography	3
ART	321	Production for Print Design	3
ART	380	Graphic Design I	3
ART	381	Graphic Design II	3
ART	475	Art Internship	1-4

**Crafts**

ART	345	Mixed Media	3
ART	411	Sculptural Objects and Functional Art Processes (repeated)	3, 3
ART	413	Multicultural Art Processes	3



**Breadth Classes**

**Select 13 units**

ART	114	Student Publications—Yearbook	1
ART	146	Painting I	3
ART	210	Printmaking: Relief**	3
ART	211	Printmaking: Serigraph**	3
ART	240	Figure Drawing and Painting	3
ART	260	Photography II	3
ART	320	Digital Imaging	3
ART	325	New Genre Art Forms	3
ART	340	Drawing and Painting II	3
ART	350	Illustration	3
ART	354	Ancient Art History*	3
ART	357	Contemporary Art Trends*	3
ART	359	Women in Art	3
ART	360	Photography III	3
ART	361	Early Christian and Medieval Art*	3
ART	362	Renaissance to Rococo Art*	3
ART	384	Webpage Design II	3
ART	386	Multimedia I	3
ART	390	Three-Dimensional Animation I	3
ART	403	Multicultural Art*	3
ART	415	Student Publications—Yearbook	1
ART	430	Applied Design	1-4
ART	446	Computer Art Processes	1-3
ART	460	Photography IV	3
ART	465	Photographic Processes	1-3
ART	480	Graphic Design III	3
BUSI	360	Principles of Marketing	3
COMM	200	Introduction to Mass Communication	3
CS	225	Fundamentals of Computer Science	4
CS	363	Web Programming	3
HUM	223	Humanities Seminar III: Aesthetics*/^	3, 4
HUM	323	Humanities Seminar III: Aesthetics*/^	3, 4
MKTG	361	Marketing Communications	3
MKTG	362	Consumer Behavior**	3

\*Meets a General Studies Core (or elective) requirement.

\*\*Meets a General Studies Elective requirement.

^HUM 223 and HUM 323 are offered for three units on the APU campus, and four units at the High Sierra Campus.

**Requirements for the Graphic Design Major**

**54 units**

**Core Classes**

**41 units**

ART	120	Introduction to Computer Graphics	3
ART	130	Two-Dimensional Design	3
ART	135	Three-Dimensional Design	3
ART	145	Drawing I	3
ART	220	Typography	3
ART	250	Photography I	3
ART	321	Production for Print Design	3
ART	356	History of Modern Art*/***	3
ART	358	History of Graphic Design and Illustration	3
ART	380	Graphic Design I	3
ART	381	Graphic Design II	3
ART	382	Webpage Design I	3
ART	450	Portfolio	3
ART	475	Art Internship	1-4

\*Meets a General Studies Core (or elective) requirement.

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

**Requirements for the Art Minor**

**24 units**

**Core Classes**

**15 units**

ART	130	Two-Dimensional Design	3
ART	145	Drawing I	3
ART	146	Painting I	3

**Select one of the following:**

ART	205	Ceramics I**	3
ART	311	Sculptural Objects and Functional Art	3
ART	403	Multicultural Art*	3

**Select one of the following:**

ART	354	Ancient Art History*	3
ART	356	History of Modern Art*/***	3
ART	357	Contemporary Art Trends*	3
ART	358	History of Graphic Design and Illustration	3
ART	359	Women in Art	3
ART	361	Early Christian and Medieval Art*	3
ART	362	Renaissance to Rococo Art*	3
HUM	223	Humanities Seminar III: Aesthetics*/^	3, 4
HUM	323	Humanities Seminar III: Aesthetics*/^	3, 4

**Art Electives**

**9 units**

\*Meets a General Studies Core (or elective) requirement.

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

^HUM 223 and HUM 323 are offered for three units on the APU campus, and four units at the High Sierra Campus.

## Requirements for the Art Minor (with Concentrations)

### Core Classes

ART	130	Two-Dimensional Design	3
ART	135	Three-Dimensional Design	3
ART	145	Drawing I	3

### Two of the following:

ART	354	Ancient Art History*	3
ART	356	History of Modern Art*/***	3
ART	357	Contemporary Art Trends*	3
ART	358	History of Graphic Design and Illustration	3
ART	359	Women in Art	3
ART	361	Early Christian and Medieval Art*	3
ART	362	Renaissance to Rococo Art*	3
HUM	223	Humanities Seminar III: Aesthetics*/^	3, 4
HUM	323	Humanities Seminar III: Aesthetics*/^	3, 4

### Select one of the following concentrations:

#### Ceramics

ART	205	Ceramics I**	3
ART	206	Ceramics II	3
ART	305	Ceramics III	3
ART	306	Ceramics IV	3

#### Crafts

ART	311	Sculptural Objects and Functional Art	3
ART	345	Mixed Media	3
ART	403	Multicultural Art*	3
ART	411	Sculptural Objects and Functional Art Processes	3
ART	413	Multicultural Processes	3

#### Drawing and Painting

ART	146	Painting I	3
ART	240	Figure Drawing and Painting	3
ART	340	Drawing and Painting II	3
ART	440	Drawing and Painting III	3

#### Photography

ART	250	Photography I	3
ART	260	Photography II	3
ART	360	Photography III	3
ART	460	Photography IV	3

#### Printmaking

ART	210	Printmaking: Relief**	3
ART	211	Printmaking: Serigraph**	3
ART	315	Printmaking II	3
ART	365	Printmaking III	3

#### Sculpture

ART	170	Sculpture I	3
ART	270	Sculpture II	3
ART	370	Sculpture III	3
ART	470	Sculpture IV	3

\*Meets a General Studies Core (or elective) requirement.

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

^HUM 223 and HUM 323 are offered for three units on the APU campus, and four units at the High Sierra Campus.

## 27 units

### 9 units

### 6 units

### 12 units

## Course Descriptions

### ART 100 Exploring the Visual Arts (3)

This course explores the fields of drawing, painting, sculpture, architecture, printmaking, and lettering. Historical art with biblical themes is examined. Students create projects with various art materials. No previous art classes are required. Meets six hours weekly. *Meets the general studies core requirement in Aesthetics and the Creative Arts.*

### Art 114 Student Publications – Yearbook (1)

This workshop allows students to develop skills that contribute to production of the yearbook.

### ART 120 Introduction to Computer Graphics (3)

This course introduces the computer as a medium used for graphic design and art. Design principles are explored in creating and organizing visual communication and other media. Students are introduced to graphics software programs such as QuarkXPress, Adobe InDesign, Adobe Illustrator, Adobe Photoshop, or Macromedia Dreamweaver. Meets six hours weekly.

### ART 130 Two-Dimensional Design (3)

This studio course provides a variety of two-dimensional problem-solving experiences in composition. Students are required to apply Elements of Art and Principles of Design to original artworks, using materials and techniques related to their artistic goals. Oral and written art criticism are employed. Meets six hours weekly.

### ART 135 Three-Dimensional Design (3)

Basic spatial compositions are created to investigate concepts of form, light, texture, and motion, using a variety of materials such as cardboard, plaster, wood, plastic, and metal. Problems involving sculptural and environmental design concepts are studied. Meets six hours weekly.

### ART 145 Drawing I (3)

This drawing class introduces students to various means of visual expression, and is modeled after classical western art making with a concentration on rendering and aesthetics. There is a focus on issues of creative process and experimentation in abstract composition. Students are required to furnish art materials and tools. Meets six hours weekly.

### ART 146 Painting I (3)

Basic concepts and techniques of painting with acrylic and watercolor are taught in this class. Students consider various historical styles and formats to develop skills and appreciation of the media. Students are required to furnish art materials and tools. Meets six hours weekly. *Prerequisite: ART 145 or instructor's consent*

### ART 150 Introduction to Art (3)

This combination lecture/studio course introduces students to fine art history and processes. Students develop a deeper understanding of the history, forms, and styles of architecture, painting, printmaking, and sculpture. The studio experiences expand students' personal awareness of art and themselves. *Meets the general studies core requirement in Aesthetics and the Creative Arts.*

### ART 170 Sculpture I (3)

A beginning-level studio course in sculpture, this class is hands-on, utilizing wood, plaster, and clay. Historical and formal aspects are an integral part of the course. Meets six hours weekly.

### ART 200 Art and Science Integrations (3)

This lab course consists of numerous field trips to varied ecosystems. Students draw, paint, and create art from nature. Historical models are referenced. Meets six hours weekly. *Meets the general studies elective requirement.*

### ART 205 Ceramics I (3)

Students are introduced to clay, glazes, firing, and studio procedures through the production of hand-built and wheel-formed projects. There is an emphasis on basic functional forms and their historical precedents. Students purchase ceramics tools. Meets six hours weekly. *Meets the general studies elective requirement.*



**ART 206 Ceramics II (3)**

Students undertake intermediate projects in ceramics designed to increase basic skills and confidence on the potter's wheel. Meets six hours weekly.

**ART 210 Printmaking: Relief (3)**

This studio course provides an introduction to the fine art of printmaking with an emphasis on relief techniques. Attention is given to the origins and development of printmaking in many cultures. Meets six hours weekly. *Meets the general studies elective requirement.*

**ART 211 Printmaking: Serigraph (3)**

This studio course provides an introduction to the fine art of printmaking with an emphasis on serigraph (silk-screen) techniques. Attention is given to the origins and development of serigraph in the 20<sup>th</sup> century. Meets six hours weekly. *Meets the general studies elective requirement.*

**ART 220 Typography (3)**

This studio course investigates the use of typography as communication and is one of two primary elements in graphic design (effective use of type and image is essential to successful design). Students learn customs that lie at the core of the tradition of typography, providing insight into the three primary areas of typography: its history, its techniques as an artform, and its technology. Meets six hours weekly. *Prerequisites: ART 120 and ART 130*

**ART 221 Production for Print Design (3)**

The commercial printing process requires exacting pre-press production skills and knowledge. This studio course provides graphic design students the opportunity to learn those skills and production techniques. Projects provide students real-life experiences that challenge creativity but also solve the technological needs of production. Meets six hours weekly. *It is recommended that this class be taken following ART 220.*

**ART 240 Figure Drawing and Painting (3)**

This studio course focuses on rendering the human figure from live models in drawing and painting media. Students explore ways of seeing the human figure as a unique personality. Various creative processes are explored with the intent of broadening expressive rendering vocabulary. Students are required to furnish art materials and tools. Meets six hours weekly. *Prerequisites: ART 130, ART 145, and ART 146 or professor's permission*

**ART 250 Photography I (3)**

This studio course is an introduction to the fine art of photography with an emphasis on developing significant personal imagery. The course includes a brief history of photography, techniques of composing images, and exposing film. Students study basic black and white techniques and some alternative photography. Meets six hours weekly.

**ART 260 Photography II (3)**

This intermediate-level studio course is the further study in the fine art of photography with a continued emphasis on developing significant personal imagery. The course includes a study of current fine art photography, and creative and technical aspects of black and white photography as well as alternative processes. Meets six hours weekly. *Prerequisite: ART 250*

**ART 270 Sculpture II (3)**

This intermediate-level course emphasizes aesthetics and appropriate technologies for executing ideas. Students are involved with formulating a conceptual and technical basis for ongoing work. Meets six hours weekly. *Prerequisite: ART 170*

**ART 305 Ceramics III (3)**

Students create advanced projects in ceramics. Meets six hours weekly.

**ART 306 Ceramics IV (3)**

Students create advanced projects in ceramics. Meets six hours weekly.

**ART 310 Fundamental Art Experiences (3)**

This introductory art course aids teachers at both the elementary and middle school levels through the use of art production, integration with other subjects, art development in children, and service learning experiences on site. Meets six hours weekly. *Meets the general studies core requirement in Aesthetics and the Creative Arts.*

**ART 311 Sculptural Objects and Functional Art (3)**

This studio course introduces students to European craft techniques including stained glass, papermaking, bookmaking, quilting, and furniture decorating. Integration of function and aesthetics in contemporary design is emphasized. Meets six hours weekly.

**ART 312 Secondary Art: Methods, Materials, and Curriculum (3)**

Students study secondary curriculum and practices to learn effective and positive ways of providing a quality art program. Such issues as current trends, practices, aesthetic valuing, and classroom management are explored. Field trips are required. Meets six hours weekly. *Prerequisite: RAC (Review of Artistic Competencies) portfolio review*

**ART 315 Printmaking II (3)**

This intermediate-level studio course provides further study in the fine art of printmaking with an emphasis on intaglio techniques. The course includes the study of traditional as well as alternative processes. Meets six hours weekly. *Prerequisite: ART 210 or ART 211*

**ART 320 Digital Imaging (3)**

This is an intermediate-level computer art class with projects in fine art, illustration, and graphics. QuarkXPress (or Adobe InDesign), Adobe Illustrator, and Adobe Photoshop are emphasized. Meets six hours weekly. *Prerequisite: ART 120, ART 130, or instructor's permission*

**ART 325 New Genre Art Forms (3)**

This studio course explores art techniques of the contemporary age emphasizing three major art forms: performance, video, and installation. Meets six hours weekly. *Prerequisites: ART 130, ART 135 and RAC (Review of Artistic Competencies) portfolio review, or instructor's permission*

**ART 340 Drawing and Painting II (3)**

Students investigate a personal approach to drawing and painting in various media, using a variety of techniques. Emphasis is on independent exploration to prepare students for careers in studio art. Meets six hours weekly.

**ART 345 Mixed Media (3)**

This advanced-level studio course investigates the physical and aesthetic possibilities and limitations of contemporary mixed media materials. Projects encourage an inventive and experimental approach to a wide range of materials and techniques, followed by specialization in one or more specific mixed-media techniques. May be repeated for six units total. Meets six hours weekly. *Prerequisites: ART 120, ART 130, and ART 146*

**ART 350 Illustration (3)**

This course explores wet and dry media techniques and high end rendering in the multiple uses of illustration. The class duplicates client/artist interactions to prepare students for the environment in the commercial arts field. Students are required to furnish art materials and tools. Meets six hours weekly. *Prerequisites: ART 145, ART 240, and RAC (Review of Artistic Competencies) portfolio review or instructor's permission*

**ART 354 Ancient Art History (3)**

This lecture class surveys art forms, including painting, sculpture, and architecture created during the period ranging from prehistory to the beginnings of the Christian era. Students are introduced to the art of the Middle East, Africa, Asia, Europe, the Americas, and Oceania. *Meets the general studies core requirement in Aesthetics and the Creative Arts.*

**ART 356 History of Modern Art (3)**

This course covers the history of painting, sculpture, architecture, and other art forms from the late 1700s to the late 1900s. Students are introduced to the various styles and movements that determine the development of modern art. The aim of the course is to lead the student to an understanding of how modern art has developed into its current state as influenced by its sociocultural, religious, and political contexts. Learning to write in-depth analyses of art is an integral part of this course. *Meets the general studies core requirement in Aesthetics and the Creative Arts. Also meets the upper-division writing intensive course requirement. Prerequisite: ENGL 110 Freshman Writing Seminar or instructor's approval*

## ART

### **ART 357 Contemporary Art Trends (3)**

This is a lecture and activity class that includes the study of contemporary art as it exists in society today. It also explores the history of art created from 1945 to the present. This class explores the transition in art from Modernism to Postmodernism and beyond. Field trips to local galleries and museums allow students to experience current contemporary art in Southern California. *Meets the general studies core requirement in Aesthetics and the Creative Arts.*

### **ART 358 History of Graphic Design and Illustration (3)**

Students study the evolution of printed words and symbols across time and through various cultures. From the printing press to the computer, art and design reflect and influence society. This lecture course examines chronologically the development of visual communication.

### **ART 359 Women in Art (3)**

This lecture and activity course addresses women's contributions in visual art from the Middle Ages through the present. Representations of women from ancient art through the present are analyzed. Collaborative installation projects modeled after contemporary female artists are undertaken to further understand the processes utilized by female artists.

### **ART 360 Photography III (3)**

This advanced-level studio course provides further study in the fine art of photography with a continued emphasis on developing significant personal imagery. The course includes study of current fine art photography, and creative and technical aspects of black and white photography as well as alternative processes. Meets six hours weekly. *Prerequisites: ART 260 and RAC (Review of Artistic Competencies) portfolio review, or instructor's permission*

### **ART 361 Early Christian and Medieval Art (3)**

This lecture/seminar class introduces students to developments in art from around the world in the period ranging from early Christian art to the Age of Cathedrals (1<sup>st</sup> to 14<sup>th</sup> centuries). The course discusses the connection between artistic expression and the changing sociocultural, religious, and political systems of the Christian World and the cultures that come into contact with it. *Meets the general studies core requirement in Aesthetics and the Creative Arts.*

### **ART 362 Renaissance to Rococo Art (3)**

This lecture/seminar class introduces students to developments in art from around the world in the period ranging from the Early Renaissance through the Mannerist, Baroque, and Rococo (15<sup>th</sup> to 18<sup>th</sup> centuries). The course discusses the connection between art expression and the changing sociocultural, religious, and political systems of the expanding world of the Renaissance to the Revolution age. *Meets the general studies core requirement in Aesthetics and the Creative Arts.*

### **ART 365 Printmaking III (3)**

This advanced-level studio course provides further study in the fine art of printmaking with an emphasis on alternative techniques. The course includes the study of monotype and collagraph processes. Meets six hours weekly. *Prerequisites: ART 210 or ART 211, and ART 315*

### **ART 370 Sculpture III (3)**

This is a three-dimensional studio course utilizing wood, plaster, metals, and clay. Historical aspects are an integral part of the course. Meets six hours weekly. *Prerequisite: ART 270*

### **ART 380 Graphic Design I (3)**

This studio course explores and develops concepts used in solving graphic design and visual communication opportunities. Projects address the elements and principles of design. Students use original photography and illustration and appropriate uses of typography for project solutions, creatively integrating both traditional media and digital production techniques. Meets six hours weekly. *Prerequisites: ART 120, ART 130, ART 220, and RAC (Review of Artistic Competencies) portfolio review*

### **ART 381 Graphic Design II (3)**

This studio course for advanced graphic design students furthers the development of ideation skills introduced in Graphic Design I with continued emphasis on conceptual thinking and visualization skills. This class provides essential tools of good basic design thinking and the solid building blocks of the design process that are encountered in a professional setting. Class meets six hours weekly. *Prerequisites: ART 381 and RAC (Review of Artistic Competencies) portfolio review*

### **ART 382 Webpage Design I (3)**

This course provides an introduction to Internet basics. Students design graphics and prepare images and media for effective use on websites, learning basic skills required for planning and preparation of artwork using software currently in use by design professionals. HTML (Hyper Text Markup Language) is introduced. Meets six hours weekly. *Prerequisites: ART 380 and RAC (Review of Artistic Competencies) portfolio review*

### **ART 384 Webpage Design II (3)**

This course explores the use of animation, sound, and video in website development. Students examine Flash and Fireworks as primary applications. Meets six hours weekly. *Prerequisite: ART 382 or instructor's permission*

### **ART 386 Multimedia I (3)**

This course provides an introduction to motion graphics and prepares students to integrate media assets such as video, animated images, graphics, photography, and sound. Authoring tools (software) are used to develop interactive presentations for CD/DVD and Internet distribution. Meets six hours weekly. *Prerequisites: ART 260, ART 380, and RAC (Review of Artistic Competencies) portfolio review*

### **ART 390 Three-Dimensional Animation I (3)**

This studio course provides the student with the fundamental techniques in the area of computer three-dimensional animation. It gives a hands-on approach to the art and science of modeling, layout, and motion in a three-dimensional environment. Meets six hours weekly. *Prerequisites: ART 220 and ART 381*

### **ART 403 Multicultural Art (3)**

This course introduces students to non-European craft techniques and traditions, and emphasizes building community through group projects, feasts, and celebrations. Meets six hours weekly. *Meets the general studies core requirements in Aesthetics and the Creative Arts.*

### **ART 406 Ceramic Studio Processes (1-3)**

This course for the advanced student potter tailors experiences to meet the individual student's goal as a professional studio potter or ceramics instructor. It may be repeated for six units total. *Prerequisite: instructor's permission*

### **ART 411 Sculptural Objects and Functional Art Processes (3)**

This advanced-level studio course tailors experiences to meet the individual student's goals as a professional craftsman. One or two specific European craft techniques chosen by the student create the structure for the semester's work. Integration of craft techniques into personal forms of visual communication is emphasized. The course may be repeated for six units total. Meets six hours weekly. *Prerequisite: ART 311*

### **ART 413 Multicultural Art Processes (3)**

This advanced-level studio course tailors experiences to meet the individual student's goals as a professional craftsman. One or two specific non-European craft techniques chosen by the student create the structure for the semester's work. Integration of craft techniques into personal forms of visual communication is emphasized. Meets six hours weekly. *Prerequisite: ART 403*

### **Art 415 Student Publications – Yearbook (1)**

This workshop encourages students to participate in leadership activities and develop advanced skills necessary for production and design of the yearbook. *Prerequisite: ART 114*

### **ART 430 Applied Design (1-4)**

This is an individualized advanced course for art students to conduct in-depth research and art production. It may be repeated for six units total. *Prerequisites: advanced study in the area of specialization and department chair's permission*

### **ART 431 Gallery Design (3)**

This upper-division studio course is an in-depth study of professional gallery design and preparation for the senior exhibit. It should be taken as a junior or first-semester senior. Meets six hours weekly.

**ART 440 Drawing and Painting III (3)**

This course provides the student with additional advanced projects within the context of a major theme. A personal style is encouraged. The student is directed to develop his/her own structure for semester work. Meets six hours weekly. *Prerequisites: ART 130, ART 240, ART 340, and RAC (Review of Artistic Competencies) portfolio review*

**ART 445 Drawing and Painting Processes (1-3)**

This studio course for the advanced general studio art major tailors experiences to meet the individual student's goal as a professional artist. It may be repeated for six units total. *Prerequisites: instructor's permission and RAC (Review of Artistic Competencies) portfolio review*

**ART 446 Computer Processes (1-3)**

This course for the advanced graphic design majors tailors experiences to meet the individual student's goal as a graphic designer, and may be repeated for six units total. *Prerequisite: ART 381 or instructor's permission*

**ART 450 Portfolio (2-3)**

This is a required laboratory class for all senior art majors and should be taken in the final semester of study. Instruction includes portfolio preparation, artist statements, gallery and client relations, graduate school options, business networking, and the role of the Christian artist in today's culture. Meets six hours weekly. *ART 450 is required for two units for Art majors and three units for Graphic Design majors.*

**ART 460 Photography IV (3)**

This advanced-level studio course offers further study in the fine art of photography with a continued emphasis on developing significant personal imagery. The course includes study of current fine art photography, and creative and technical aspects of black and white photography as well as alternative processes. Meets six hours weekly. *Prerequisites: ART 360, RAC (Review of Artistic Competencies) portfolio review, or instructor's permission*

**ART 465 Photographic Processes (1-3)**

This studio course for the advanced general studio art major with an emphasis in photography, tailors experiences to meet the individual student's goal as a professional photographer. It may be repeated for six units total. Meets six hours weekly. *Prerequisite: instructor's permission*

**ART 470 Sculpture IV (3)**

This senior-level studio course concentrates on independent creativity, individual development, mastery of materials and processes, and the production of professional quality sculpture. Meets six hours weekly. *Prerequisite: ART 370*

**ART 471 Sculptural Processes (1-3)**

This studio course for the advanced general studio art major with an emphasis in sculpture tailors experiences to meet the individual student's goals as a professional sculptor. It may be repeated for six units total. Meets six hours weekly.

**ART 475 Art Internship (1-4)**

Art majors participate in volunteer positions directly linked to their area of concentration for on-site experience. May be repeated for four units total. *Prerequisites: junior or senior standing and department chair's approval*

**Art 480 Graphic Design III (3)**

This course addresses communication strategies including the effective use of metaphor, iconography, and cliché. The nature of symbols and cultural issues are applied to assignments where the dynamic role of image, photography, or illustration is stressed. The development of philosophical and professional attitudes related to the role of the designer as interpreter of society dealing with ethical issues is emphasized. *Prerequisites: ART 380 and ART 381*

**ART 495 Special Topics in Art (3)**

This advanced level studio/research course allows occasional offerings of diverse topics in art not covered by regular department courses. Special interests of faculty and students may be targeted under this category. Possible topics include: gender issues in art, fabric studies, a full semester of performance or video specialization, among others. Selection varies depending on student interest and faculty availability. It may be repeated for six units total, as the topic varies. Meets six hours weekly.

**ART 496 Senior Seminar: Art Ethics (3)**

This course examines ethical issues in the contemporary art world from a Christian perspective. Included is the examination of ethical dilemmas faced by artists in today's postmodern culture. *Meets the general studies senior seminar requirement. Prerequisites: senior standing; completion of the majority of the units required for God's Word and the Christian Response; completion of the majority of coursework in the major; and upper-division writing intensive course*

**ART 497 Readings (1-4)**

Consists of a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

**ART 498 Directed Research (1-4)**

This course provides instruction in research design and techniques, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

**ART 499 Thesis/Project (1-4)**

A senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication is offered. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in a formal thesis, published article, electronic media, or artistic creation of a material form. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing*

**Humanities**

**HUM 223/323 Humanities Seminar III: Aesthetics (3, 4)**

This course offers a study of the creative process and selected aesthetic masterpieces in a variety of cultures and genres from a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. On the APU campus, this is a three-unit course. At the High Sierra site, it is worth four units and is to be taken with one or more other Humanities Seminar(s). HUM 223 and HUM 323 may not be taken concurrently, and additional work is required in HUM 322. This course may be repeated once for credit as the topic varies. *Meets the general studies core requirement in Aesthetics and the Creative Arts.*

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

# Department of Biology and Chemistry

## Faculty

*Chair and Professor: Bruce Spalding, Ph.D.*

*Professors: Scott Kinnes, Ph.D.; Jon Milhon, Ph.D.; Cahleen Shrier, Ph.D.; James White, Ph.D.; Jürgen Ziesmann, Ph.D.*

*Associate Professors: Kathleen Tallman, Ph.D.; Willetta Toole Simms, Ph.D.; Thomas Walters, Ph.D.*

*Assistant Professors: Matthew Berezuk, Ph.D.; Abby Hodges, Ph.D.; Sheng-Lin Kevin Huang, Ph.D.; Joshua Morris, Ph.D.; Sarah Richart, Ph.D.*

*Lecturers (part time): Wayne Bowden, MD; Luke Daniel, Ph.D.(c); John Dobrenen, M.S.; Sarah Fiala, B.S.; Danny Kim, Ph.D.; Kris Kontis, Ph.D.; Kathy Kurtz, M.S.; Louie Labial, DPT; Christian Merkel, Ph.D.; Tammy Milhon, B.S.; Ronald Norris, M.D.; Poli Petridis, M.S.; Rhonda Ramage, M.S.; Ryan Somers, DPT; Lisa Sommers, M.A.; Shawn Thompson, Ph.D.; Peter Wilson, Ph.D.; Vicky Wong Ng, Ph.D.*

*Laboratory Manager: Nicole Mulcahy, B.A.*

*Laboratory Technicians: Krystal Linscott, B.S.; Paul Spielman, B.S.; Yun-Lan Chan Wong, M.S.*

## Mission

The Department of Biology and Chemistry at Azusa Pacific University provides an environment where undergraduate students can develop a Christian worldview and learn to integrate their faith into their lives as scientists. The department provides science courses that are consistent with the majors offered, that meet the goals of the general studies program, and that serve as support courses for students in other majors. The department also provides opportunities for students to prepare for graduate or professional studies and for success in their chosen careers.

## Department Statement

The Department of Biology and Chemistry serves God through the integration of a Christian perspective into the disciplines of biology and chemistry and the preparation of Christian men and women to serve in leadership or support roles in these sciences.

## Goals

1. Demonstrate a traditional knowledge base of the major subject and associated science cognate areas.
2. Relate theories, problem solving techniques, laboratory applications, and instrumentation procedures to this field of study.
3. Integrate a Christian worldview within the science disciplines.
4. Be prepared to matriculate into graduate programs appropriate to the specific discipline.

## Department Overview

Students can earn the Bachelor of Arts in biology, chemistry, and biochemistry. A Bachelor of Science can be obtained in applied health, biology, or chemistry. A Bachelor of Science in biology or chemistry is obtained by adding a minor in biology, chemistry, mathematics, physics, or computer science to the requirements for the B.A. degree. The requirements for a B.S. in biochemistry are described under the requirements for that major.

Students planning a career in teaching science at the secondary level should prepare for the CSET examination. Students should major in biology, chemistry, or physics to obtain subject-matter proficiency in one of these areas for the specialization test. In addition, to prepare for the breadth part of the test, students should take BIOL 151/152, CHEM 151/152, and PHYC 180, 190, and either PHYC 201/202 or 251/252.

## Department Policies

The following are policies that apply to all majors and minors offered by the department:

- Students must maintain at least a C- grade in each required science and math course.
- Students must complete all prerequisites for a course, with a C- or better, before taking the course.
- All majors are required to take the BIOL 496 Senior Seminar: Ethics and the Sciences to meet their general studies Senior Seminar course requirement.
- While courses required of the major may be taken at other accredited institutions, both lecture and laboratory components must be taken at the same institution in the same semester.
- Students missing more than three labs in a course receive an automatic F in the course.
- It is strongly recommended that freshmen in all biology majors (including biochemistry) take General Chemistry and General Biology the first year and that chemistry majors start with General Chemistry and Calculus the first year. Should the math competency placement exam require Algebra of the student, then that class should be taken the first year and a five-year program may be indicated.
- BIOL 151 should be taken by applied health, biochemistry, or biology majors who receive AP biology credit. Many medical schools and graduate programs will not accept AP Biology to meet requirements for admission. AP credit for BIOL 151 will only be given with approval of the chair of the department of Biology and Chemistry.

Regarding upper-division electives required for each major:

- At least one three- or four-unit course must be taken.
- No more than two one-unit courses may be taken for elective credit.
- Students may take up to three units of research, readings, or internship for elective credit in the major.
- BIOL 470 Science for the MCAT, BIOL 325 Humans and the Environment, BIOL 330 Gender Differences, and BIOL 400 Science and Children may not be taken to meet upper-division elective requirements in the major.

Students may petition for exemptions by submitting the Department of Biology and Chemistry Student Petition form to the department chair.

## Biology

### Introduction

A well-balanced complement of courses in the field of biology is offered to provide solid academic training for the student who wishes to major in this area. The biology faculty stimulates the created “senses” of curiosity and creativity within each student and employs basic scientific knowledge in the practical solutions of problems related to living organisms and in understanding the wonders of God’s world.

### Biology Objectives

A student majoring in biology with a B.A. or B.S. will be able to:

- Demonstrate a traditional biology knowledge base appropriate for entry into an accredited graduate program in the field.
- Apply the scientific method and appropriate biological knowledge and theories to issues such as environmental stewardship, medical ethics, and biotechnology.
- Relate themes of Christian faith to the diverse functioning of organisms and their relationships to the natural world.

### Career Opportunities

Students majoring or minoring in biology may enter biomedical/ pharmaceutical sales, become elementary or secondary school science teachers, or technicians in conservation, agriculture, food or health sciences, university research laboratories, or hospitals. The major also prepares the student for studies leading to graduate professional degrees in medicine, dentistry, optometry, veterinary science, pharmacology, biotechnology, biomedical research, or university teaching positions. The applied health major is especially pertinent for those desiring to matriculate into a physical therapy or physician’s assistant program. For information on the premedical/pre dental emphasis, see the appropriate sections in the academic programs portion of this catalog.

### AuSable Institute of Environmental Studies

The AuSable Institute serves evangelical Christian colleges by offering environmental studies in Southern Michigan’s forests, wetlands, lakes, and rivers. Azusa Pacific University students may attend the institute because of APU’s involvement with the Council for Christian Colleges & Universities and receive credit for courses taken there with prior approval. Please see the campus biology faculty representative for further information.

### Requirements for the Biology Major (B.A.) 73-75 units

A Bachelor of Science in Biology is obtained by adding a minor in chemistry, mathematics, physics, or computer science to the requirements for the biology B.A.

<b>Chemistry</b>			<b>18 units</b>
CHEM	151*/^/152^	General Chemistry	4, 4
CHEM	251/252	Organic Chemistry – Theory	4, 4
CHEM	261/262	Organic Chemistry – Lab	1, 1

<b>Mathematics</b>			<b>6 units</b>
MATH	151/152	Applied Calculus I, II	3, 3

<b>Physics</b>			<b>8-10 units</b>
Select one of the following:			
PHYC	201*/^/202^	Fundamentals of Physics	4, 4
PHYC	251*/^/252^	General Physics	5, 5

<b>Biology</b>			<b>23 units</b>
BIOL	151	General Biology I*	4
BIOL	152	General Biology II	4
BIOL	240	General Microbiology	4
BIOL	280	Cell Biology	4
BIOL	300	Genetics	4
BIOL	496	Senior Seminar: Ethics and the Sciences*	3

**Biology Electives** **10 units**  
 Select 10 additional units of 300- or 400-level BIOL or BIOC courses, including one 4-unit laboratory course, and excluding courses used in fulfilling the Required Emphasis. The following BIOL classes also do not fulfill this requirement: BIOL 325, 330, 400, 435, 445, 454, 455, 470, 490.

<b>Required Emphasis (one emphasis must be chosen)</b>			<b>8 units</b>
<b>Molecular</b>			
BIOC	380	Biochemistry I	4
BIOL	410	Molecular Biology	4
<b>Organismic (two from the following)</b>			
BIOL	336	Vertebrate Biology	4
BIOL	320	Ecology***	4
BIOL	350	Mammalian Physiology	4

**Requirements for the Biology Minor** **28 units**  
 The minimum prerequisites for this program include one year of high school chemistry, one year of high school biology, and two years of high school algebra. Students must have received a grade of C or better in each of the high school courses.

<b>Lower-Division Requirements</b>			<b>20 units</b>
Each student must take the following and must receive a grade of C or better before being allowed to continue the minor:			
BIOL	151	General Biology I*	4
BIOL	152	General Biology II	4
CHEM	151	General Chemistry I*/^	4
CHEM	152	General Chemistry II^	4

Select one of the following:

BIOL	115	Anatomy and Physiology	4
BIOL	240	General Microbiology	4

**Upper-Division Electives** **8 units**  
 Choice of electives must be approved by the chair of the Department of Biology and Chemistry.

\*Meets a general studies requirement.  
 \*\*\*Meets the Upper-Division Writing Intensive requirement.  
 ^This course may be waived with an appropriate Advanced Placement test score.

## Applied Health

### Introduction

This major is especially designed for those students desiring to matriculate into a physical therapy program. It is also the major of choice for entry into allied health career or master’s-level programs, such as physician’s assistant, sports medicine, and chiropractic medicine.

A student majoring in applied health will be able to:

- Matriculate into graduate programs in physical therapy, physician’s assistant, and/or other programs in the allied health areas.
- Apply knowledge in the subject areas of biology, anatomy, physiology, and associated scientific disciplines.
- Assist in appropriate health care fields.
- Integrate a Christian worldview within the science disciplines.

## BIOLOGY AND CHEMISTRY

### Requirements for the Applied Health Major 63-66 units

All applied health majors must complete the following core classes and choose one of the emphasis areas.

Note: Entry requirements differ among graduate schools. Students are responsible to contact the graduate schools in which they are interested to determine these requirements.

Required Core Courses		35 units	
BIOL	151	General Biology I*	4
BIOL	240	General Microbiology	4
BIOL	280	Cell Biology	4
BIOL	300	Genetics	4
BIOL	496	Senior Seminar: Ethics and the Sciences*	3
CHEM	151*/^/152^	General Chemistry	4, 4
PHYC	201*/^/202^	Fundamentals of Physics I, II	4, 4

Physical Therapy Emphasis		29 units	
BIOL	250	Human Anatomy	4
BIOL	251	Human Physiology	4
BIOL	326	Neurobiology	4
CHEM	240	Introduction to Organic and Biochemistry	4
PSYC	290	Human Growth and Development*	3
PSYC	299	Applied Statistics	3
PSYC	360	Abnormal Psychology	3

Select one of the following:

BIOL	465	Clinical Research/Practicum in Applied Health	4
------	-----	---	---

— or —

AES	364	Kinesiology	3
BIOL	490	Biology Seminar	1

Physician Assistant Emphasis		31 units	
BIOL	250	Human Anatomy	4
BIOL	251	Human Physiology	4
BIOL	3xx-4xx	Biology Elective^^	7
CHEM	251/252	Organic Chemistry – Theory	4, 4
CHEM	261/262	Organic Chemistry Lab	1, 1
MATH	151/152	Applied Calculus I, II	3, 3

\*Meets a General Studies Core (or elective) requirement.

^This course may be waived with an appropriate Advanced Placement test score.

^^The following BIOL classes do not fulfill this requirement: BIOL 325, BIOL 330, BIOL 400, BIOL 435, BIOL 445, BIOL 454, BIOL 455, BIOL 470, and BIOL 490

Business Emphasis		29 units	
BIOL	152	General Biology II	4
BUSI	120	Principles of Accounting I	4
BUSI	210	Principles of Organization and Management	3
BUSI	240	Introduction to Information Systems	3
BUSI	330	Principles of Finance^^^	3
CHEM	240	Introduction to Organic Chemistry and Biochemistry	4
ECON	250	Principles of Macroeconomics	3
UNRS	113	Pharmacology	2

Select one of the following:

BUSI	350	Business Internship	3
BIOL	395	Science Internship	3

^^^The prerequisite for BUSI 330 is MATH 110 with a B or higher.

### Biochemistry

#### Introduction

The Department of Biology and Chemistry offers an interdisciplinary major in biochemistry. The requirements for the B.S. are the same as the B.A. except the year sequence of MATH 251/252 Calculus I/II is substituted for MATH 151/152 Applied Calculus I/II. In addition, CHEM 401/402 and CHEM 461 are taken in place of the six units of upper-division electives.

#### Biochemistry Objectives

A student majoring in biochemistry with a B.S. or B.A. will be able to:

- Demonstrate a traditional knowledge base of biology and chemistry and associated science cognate areas.
- Relate theories, problem-solving techniques, laboratory applications, and instrumentation procedures to modern chemical and molecular biology fields.
- Integrate a Christian worldview within the science disciplines.

#### Career Opportunities

This major serves pre-medical students, as well as others who desire a current molecular emphasis in their major. It contains a basic core of chemistry and biology courses as well as classes that are cross-disciplinary in nature, such as biochemistry, physiology, and cell and molecular biology. The student enjoys the freedom to choose biology or chemistry electives while keeping the total major units required for graduation at a reasonable level. This major is especially appropriate for students seeking a career in a laboratory research area such as biotechnology; graduate study in biochemistry or the biological sciences; chemistry-, pharmacy-, or medical-related studies; or education. The Association of American Medical Colleges has indicated that biochemistry undergraduates enjoy one of the highest acceptance rates for medical schools of the science major categories.

### Requirements for the Biochemistry Major 78-80 units

Chemistry		22 units	
CHEM	151*/^/152^	General Chemistry I, II	4, 4
CHEM	251/252	Organic Chemistry – Theory	4, 4
CHEM	261/262	Organic Chemistry – Lab	1, 1
CHEM	300	Quantitative Analysis – Theory	2
CHEM	310	Quantitative Analysis – Lab	2

\*Meets a General Studies Core (or elective) requirement.

^These courses may be waived with an appropriate Advanced Placement test score.

Biology		27 units	
BIOL	151*/152	General Biology I, II	4, 4
BIOL	240	General Microbiology	4
BIOL	280	Cell Biology	4
BIOL	300	Genetics	4
BIOL	350	Mammalian Physiology	4
BIOL	496	Senior Seminar: Ethics and the Sciences*	3

#### Math/Physics 14-16 units

MATH	151/152	Applied Calculus I, II	3, 3
------	---------	------------------------	------

Select one of the following sequences:

PHYC	201*/^/202^	Fundamentals of Physics	4, 4
PHYC	251*/^/252^	General Physics	5, 5

## COLLEGE OF LIBERAL ARTS AND SCIENCES

<b>Biochemistry</b>	<b>15 units</b>
BIOC 380/381 Biochemistry I, II	4, 4
Upper-Division Biology/Chemistry Electives	6
Research/Department Seminar (BIOL 490, BIOL 498, CHEM 498)	1

\*Meets a General Studies Core (or elective) requirement.

^These courses may be waived with an appropriate Advanced Placement test score.

### Chemistry

#### Introduction

Chemistry has been called the “central science” because an understanding of it is necessary for study in the fields of biology, astronomy, earth science, and physics. Chemistry is fundamental to interdisciplinary fields such as biochemistry, ecology, medicine, pharmacology, and environmental toxicology. The department offers the courses CHEM 101 Introduction to Chemistry and CHEM 105 Citizen Chemistry, which meet general studies requirements and educate the student not only in basic chemical principles, but also in how chemistry impacts the planet.

The core requirements of the chemistry major are a year each of general chemistry, organic chemistry, analytical chemistry (Quantitative Analysis and Instrumental Analysis), and physical chemistry. The remainder of the requirements give the student a foundation in related fields and provide breadth. In addition to classroom requirements, it is strongly recommended that students complete a special project during their junior or senior year. This may involve collaboration with one of the science faculty in a research project, off-campus internship in industry, or a project in which students pursue one of their own ideas.

#### Chemistry Objectives

A student majoring in chemistry with a B.A. or B.S. will be able to:

- Apply basic knowledge, theories, and mathematical problem-solving approaches to this field.
- Demonstrate traditional chemistry instrumentation and laboratory applications.
- Relate modern discoveries in chemistry to applications in medicine, pharmacology, toxicology, and foods to applications in industry, waste management, and environmental issues.
- Matriculate into graduate programs in medicine, biochemistry, and research.

#### Career Opportunities

The chemistry major is excellent preparation for graduate school in chemistry, biochemistry, and environmental studies. Students who attend graduate school and obtain a master’s or doctoral degree may find employment at a university or in the private or government sectors. The chemistry major is also excellent for students planning to attend professional school in medicine, dentistry, veterinary medicine, medical technology, forensic science, and pharmacology.

Examples of employment which students may seek immediately after graduation include entry-level positions as a research or laboratory technician, in governmental or industrial technical support, in management (when coupled with a major or minor in business administration), or in teaching at the secondary level (especially when completed in conjunction with the natural science major). It is highly recommended that students desiring employment immediately after graduation complete an internship in the private or government sector before graduation.

### Requirements for the Chemistry Major 59-61 units

<b>Chemistry</b>	<b>42 units</b>
CHEM 151*/^/152^	General Chemistry I, II 4, 4
CHEM 300	Quantitative Analysis – Theory 2
CHEM 310	Quantitative Analysis – Lab 2
CHEM 320	Instrumental Analysis – Theory***/^^ 3
CHEM 330	Instrumental Analysis – Lab***/^^ 1
CHEM 251/252	Organic Chemistry – Theory 4, 4
CHEM 261/262	Organic Chemistry – Lab 1, 1
CHEM 401	Thermodynamics 3
CHEM 402	Kinetics and Quantum Mechanics 3
CHEM 461	Inorganic and Bioinorganic Chemistry 3
BIOL 496	Senior Seminar: Ethics and the Sciences* 3
Upper-Division Chemistry Elective	3

Select one of the following:

CHEM 497	Readings 1
CHEM 498	Directed Research 1

<b>Mathematics</b>	<b>9 units</b>
MATH 251^/252^	Calculus I, II 5, 4

<b>Physics</b>	<b>8-10 units</b>
----------------	-------------------

Select one of the following sequences:

PHYC 201*/^/202^	Fundamentals of Physics I, II 4, 4
PHYC 251*/^/252^	General Physics I, II 5, 5

\*Meets a General Studies Core (or elective) requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement if both CHEM 320 and CHEM 330 are taken.

^This course may be waived with an appropriate Advanced Placement test score.

^^CHEM 320 and CHEM 330 together meet the general studies upper-division writing requirement.

### Requirements for the Chemistry Minor 25 units

CHEM 151*/^/152^	General Chemistry I, II 4, 4
CHEM 300	Quantitative Analysis – Theory 2
CHEM 310	Quantitative Analysis – Lab 2
CHEM 251/252	Organic Chemistry – Theory 4, 4
CHEM 261/262	Organic Chemistry – Lab 1, 1
Upper-Division Chemistry Elective	3

\*Meets a General Studies Core (or elective) requirement.

^This course may be waived with an appropriate Advanced Placement test score.

## Course Descriptions

### Biology

#### BIOL 090 Laboratory Safety (0)

This course provides an introduction to federal, state, and local regulations, material safety data suggestions, chemical hygiene plan, labels, equipment, spill response, and proper handling and disposal of chemicals as related to an academic laboratory.

#### BIOL 101 Fundamentals of Biology (4)

LECTURE, 3 HOURS; LAB, 3 HOURS

This basic course covers the themes of cell biology, genetics, ecology, evolution, and human biology. It promotes an appreciation for the unification and interdependence of all life. *Meets general studies core requirement in Nature. It is not applicable for biology majors.*

#### BIOL 109 Introduction to Biological Sciences (3)

Designed for high school students participating in the APU/Azusa USD Summer GATE Program, this course provides an introduction and overview of biology concentrating on cell biology, genetics, kingdoms, and ecology. The emphasis is on basic science principles, their application to real-world situations, and developing the basic skills needed in college. *Prerequisite: A high school biology course*

#### BIOL 115 Anatomy and Physiology (4)

LECTURE, 3 HOURS; LAB, 3 HOURS

This is an introductory course in the principles of anatomy and physiology as they relate to the structure and function of the living human body. It is designed for physical education majors. *It is not applicable for biology or nursing majors. Prerequisite: BIOL 101 or BIOL 151*

#### BIOL 151 General Biology I (4)

LECTURE, 3 HOURS; LAB, 4 HOURS; DISCUSSION/QUIZ, 1 HOUR

Principles of cell structure and function, genetics, development, reproduction, and animal systems biology are covered in this introductory course. There is a laboratory emphasis on the investigative approach and experimental techniques of biology. *Meets the general studies core requirement in Nature. Recommended: BIOL 101 or high school biology*

#### BIOL 152 General Biology II (4)

LECTURE, 3 HOURS; LAB, 4 HOURS

This second-semester course deals with behavior, evolution, plant and animal diversity of life, plant biology, and introduction to ecology. There is a laboratory emphasis on plant and animal biology. *Prerequisite: BIOL 151*

#### BIOL 220 General Microbiology for Nursing (4)

LECTURE, 3 HOURS; LAB, 4 HOURS

This class is for students in or planning to enter nursing. The focus is on fundamental microbiological principles and laboratory techniques with an emphasis on disease-causing microorganisms, new and old methods of disease treatment and prevention, and host immune responses. *Prerequisite: CHEM 112*

#### BIOL 230 Human Anatomy and Physiology I (4)

LECTURE, 3 HOURS; LAB, 4 HOURS

This is the first semester of a two-semester course that integrates the anatomy and physiology of the human organ system from a systemic approach. It includes laboratories in human dissection and physiological instrumentation. Not open to nursing majors without School of Nursing consent. *Prerequisite: BIOL 101 or one year of high school biology*

#### BIOL 231 Human Anatomy and Physiology II (4)

LECTURE, 3 HOURS; LAB, 4 HOURS

This is a continuation of Human Anatomy and Physiology I. Not open to nursing majors without School of Nursing consent. *Prerequisite: BIOL 230*

#### BIOL 240 General Microbiology (4)

LECTURE, 3 HOURS; LAB, 4 HOURS

This class is for students in applied health, biology, or biochemistry. It covers the fundamental principles and techniques of microbiology, with emphasis on the role of microorganisms in disease, immunity, and food production. *Prerequisites: Completion of 100-level BIOL courses in the major with a C- or better and CHEM 151 (CHEM 151 may be taken concurrently with BIOL 240)*

#### BIOL 250 Human Anatomy (4)

LECTURE, 3 HOURS; LAB, 4 HOURS

This is an intensive course in human anatomy using the systemic approach. Lab exercises utilize human cadaver prosections. *Prerequisites: BIOL 101 or BIOL 151 or high school biology, along with a minimum SAT or ACT or GPA as set by the chair of the Department of Biology and Chemistry*

#### BIOL 251 Human Physiology (4)

LECTURE, 3 HOURS; LAB, 4 HOURS

This course deals with how human organ systems function and maintain homeostasis. Laboratory exercises include biomedical instrumentation. *Prerequisites: BIOL 250 and CHEM 111 or CHEM 151 (CHEM 151 may be taken concurrently with BIOL 251.)*

#### BIOL 280 Cell Biology (4)

LECTURE, 3 HOURS; LAB, 4 HOURS; DISCUSSION/QUIZ, 1 HOUR

This course covers a theoretical approach to cellular and molecular biology, including ultra structure, cytology, metabolism, and molecular genetics. Laboratory emphasis is given to electron microscopy, centrifugation, and DNA and protein electrophoresis. *Prerequisites: BIOL 220 and CHEM 151*

#### BIOL 300 Genetics (4)

LECTURE, 3 HOURS; LAB, 4 HOURS

Principles of heredity, including Mendelian, cytogenetics, population theory, human medical genetics and gene regulation, classical laboratory experimentation, and modern molecular biology techniques, are covered. *Prerequisite: BIOL 280*

#### BIOL 320 Ecology (4)

LECTURE, 3 HOURS; LAB, 4 HOURS

This course provides an understanding of the relationship of plants and animals to their environment with particular consideration given to distribution, communities, and population analysis. *Meets the general studies upper-division writing intensive requirement. Prerequisite: BIOL 152*

#### BIOL 325 Humans and the Environment (4)

Through lecture and lab experience students study the historical, biblical, and scientific aspects of the environment with particular emphasis on the impact of humans on God's world. Students explore a variety of environmental aspects related to economics, global studies, and missiology in individual studies/papers. *Meets the general studies core requirement in Nature. Does not apply for biology major credit.*

#### BIOL 326 Neurobiology (4)

LECTURE, 3 HOURS; LAB, 4 HOURS

Students undertake a detailed study of the structure and function of animal nervous systems. Special emphasis is given to the anatomy and neurophysiology of reflexes, motor pathways, senses, and neurological diagnosis. This course is designed for students oriented toward the health sciences. *Prerequisite: BIOL 280*

#### BIOL 330 Gender Differences (3)

LECTURE/DISCUSSION, 3 HOURS

This course examines in detail differences in gender. Realizing gender differences are related to one's chronological age, these differences are studied from the biological, psychological, sociological, and theological perspectives and understood that each perspective influences the others. *Meets the general studies elective requirement in Nature. Does not apply for biology major credit.*

#### BIOL 336 Vertebrate Biology (4)

LECTURE, 3 HOURS; LAB, 4 HOURS

This course provides a comprehensive survey of the natural history, anatomy, and systematics of vertebrate animals – fish, amphibians, reptiles, birds, and mammals. Laboratory will include training in dissection skills and experience with a human cadaver. *Prerequisite: BIOL 152*

#### BIOL 340 Invertebrate Biology (4)

LECTURE, 3 HOURS; LAB, 4 HOURS

The classification, natural history, and functional morphology of invertebrate phyla are studied. *Prerequisite: BIOL 152*



**BIOL 342 Medical Microbiology (3)**

This lecture course emphasizes the importance of microbiology to medicine as well as to applied areas of science. The spectrum of infectious agents, host response, current diagnostic methodologies, and recent advances/problems in diagnosis and treatment are covered. *Prerequisite: BIOL 220*

**BIOL 350 Mammalian Physiology (4)**

LECTURE, 3 HOURS; DISCUSSION, 1 HOUR; LAB, 3 HOURS  
This course offers an analysis of physiological mechanisms in animals with emphasis on the function at the organ systems level. This course is appropriate for those preparing for medical school and related graduate study. Introductory experiences applying physiological principles to clinical medicine are covered. *Prerequisite: BIOL 280*

**BIOL 365 Plant Biology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS  
This course introduces botanical research topics, including plant classification, genetics, structure and function, growth and development, and evolution and ecology. It integrates themes and processes of the California State Science framework. *Prerequisite(s): BIOL 101, or BIOL 151 and BIOL 152*

**BIOL 370 Prosection (1)**

Students are introduced to the human body through gross dissection and demonstration of selected portions of a human cadaver. This course requires 30 hours of laboratory. *Prerequisite: instructor's consent*

**BIOL 390 Premedical Practicum (1)**

This course provides credit for professionally supervised observation, demonstration, and study in a local medical, dental, or laboratory facility. Students are introduced to health care philosophies, hospital and patient routines, instrumentation/computer, and specific treatment practices. A case study and research paper may be required. This course requires 30 hours of observation. *Prerequisites: BIOL 220, CHEM 151, and the department chair's permission*

**BIOL 391 Medical Missions Practicum (1)**

LECTURE/DISCUSSION, 1 HOUR  
This course offers a practicum experience for students preparing for a career in the medical-/health-related sciences. Didactic medical-clinical instruction in first aid, assessment, and medical history is emphasized. Students gain practical field experience as Team Luke members with Mexico Outreach. *Prerequisite: BIOL 101, BIOL 151, or BIOL 250*

**BIOL 395 Science Internship (3)**

This course gives students an opportunity to apply knowledge gained in the academic setting to the real world by allowing them to establish either paid or volunteer science-related internships with local business, organizations, etc. Students gain a realistic view of their career goals, explore possible career choices, and gain valuable experience under the guidance of their job supervisor and academic supervisor. *Prerequisites: junior/senior standing and instructor's permission*

**BIOL 400 Science and Children (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS  
This course is designed for liberal studies majors interested in obtaining a Multiple-Subject Teaching Credential. It assists the student in developing knowledge and skill in science content for teaching science concepts and processes emphasized in the California State Science Framework, K-6. *Not applicable for biology majors.*

**BIOL 410 Molecular Biology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS  
This course covers the traditional molecular biology curriculum which includes transcription, translation, and gene expression in both prokaryotes and eukaryotes. Lecture includes theory on key molecular techniques. Laboratory exercises emphasize current techniques in molecular biology such as molecular cloning, blotting, PCR, and assays of gene expression. *Prerequisite: BIOL 280*

**BIOL 435 Stewardship Ecology (3)**

The history of humankind's view of nature and the resulting treatment of nature that arise from such views are examined. The biblical approach known as stewardship ecology is developed and supported as a foundation for the student's approach to this field.

**BIOL 440 Developmental Biology (3)**

LECTURE/LAB/DISCUSSION, 3 HOURS  
This is a study of the origin, morphology, and chemical control of developing germ layers, tissues, and systems of the body. *Prerequisite: BIOL 152*

**BIOL 445 Environmental Internship (2)**

LAB/DISCUSSION, 6 HOURS  
Senior students are given the opportunity to apply academic knowledge to real-world situations through time spent working with various environmentally oriented organizations and businesses.

**BIOL 450 Histology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS  
This course teaches the structure and function of animal tissues. Emphasis is on preparation and recognition techniques of cell and tissue structure. *Prerequisite: BIOL 280*

**BIOL 454 Electron Microscopy for Biological Sciences (2)**

This lecture course deals with theory and principles of various microscopy methods, with emphasis given to electron optics, specimen preparation, and operation of transmission and scanning electron microscopes and ultrastructure analysis. *Prerequisite: PHYC 201, PHYC 202, or instructor's consent*

**BIOL 455 Laboratory in Electron Microscopy (2)**

This companion course to BIOL 454 covers biological and medical specimen preparation techniques and basic photographic protocol. Current laboratory instrumentation, dealing with both scanning and transmission electron microscopy, is emphasized. *Prerequisite or corequisite: BIOL 280 or BIOL 454*

**BIOL 465 Clinical Research/Practicum in Applied Health (4)**

LECTURE/DISCUSSION, 2 HOURS; LAB, 6 HOURS  
This is an honors-level course dealing with diagnosis strategies, prevention, and rehabilitation programs integral to the field of physical therapy and sports physiology. Study of research literature is emphasized so as to facilitate the student's development of the needed knowledge, aptitudes, and skills within the applied health field. The clinical laboratory component emphasizes current instrumentation and practice. *Meets the general studies upper-division writing intensive requirement. Prerequisites: BIOL 250, BIOL 251, and PHYC 201; recommended AT 364*

**BIOL 470 Science for the MCAT (1)**

This course builds on lower-division courses in general and organic chemistry, biology, and physics to prepare students for the basic science content contained in the Medical College Admission Test (MCAT). Additional topics in genetics, biochemistry, physiology, and physics are presented and integrated with practical mathematical skills in an interactive problem-solving setting. The course is intended for students with upper-division standing and acceptance to a pre-medical track. *This course may be repeated for 2 units of credit. Prerequisite: instructor's permission*

**BIOL 490 Biology Seminar (1)**

This course consists of review and discussion of current periodical literature. Written and verbal presentations are required. *Prerequisite: advanced standing in biology and instructor's permission*

**BIOL 495 Advanced Topics in Biology (3)**

This course presents advanced coverage of topics in physiology or other biological sciences. The course may be repeated for credit when different topics are offered. *Prerequisites: advanced standing and instructor permission*

**BIOL 496 Senior Seminar: Ethics and the Sciences (3)**

This course covers the basics of worldviews, science, and ethics, while delving deeper into the details of various ethical perspectives and their implications for science. Specific areas of science are explored from a Christian ethics viewpoint through lectures, a thesis, and oral presentations. *Meets the general studies senior seminar requirement. Prerequisites: senior standing; completion of the majority of the units required for God's Word and the Christian Response; completion of the majority of coursework in the major; and upper-division writing intensive course and one of the following: BIOL 151, CHEM 151, PHYC 201, or PHYC 252*

## BIOLOGY AND CHEMISTRY

### **BIOL 497 Readings (1-3)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a university student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class. May be repeated subject to department policies listed above.*

### **BIOL 498 Directed Research (1-3)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. May be repeated subject to department policies listed above. Prerequisite: junior or senior standing*

## **Biochemistry**

### **BIOC 380 Biochemistry I (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

Students gain a systematic and theoretical study of the biochemical activities of living cells in this course. It is an introduction to the structure, properties, and metabolism of proteins, carbohydrates, lipids, and nucleic acids. *Prerequisite: CHEM 252*

### **BIOC 381 Biochemistry II (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

This course is a continuation of BIOL 380 Biochemistry I. Molecular lab techniques are emphasized. *Prerequisite: BIOL 380*

## **Chemistry**

### **CHEM 090 Laboratory Safety (0)**

Students are introduced to federal, state, and local regulations, material safety data suggestions, chemical hygiene plans, labels, equipment, spill response, proper handling, and disposal of chemicals as related to an academic laboratory.

### **CHEM 101 Introduction to Chemistry (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

This elementary course is designed for the student with no previous high school or college chemistry. *Meets the general studies core requirement in Nature and prepares the student for CHEM 111 or CHEM 151.*

### **CHEM 105 Citizen Chemistry (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

This course is designed for nonscience majors and presents chemistry in its broad cultural, social, and economic context. The lectures and laboratories cover experiences that are of concern to students' everyday lives. *Meets the general studies core requirement in Nature.*

### **CHEM 111 Organic Chemistry for the Health Sciences (2)**

An introduction to organic chemistry with emphasis on nomenclature, physical characteristics and selected reactions. This course focuses on the simple functional groups with special attention given to carbonyl chemistry. *Meets the general studies requirement in Nature if CHEM 112 and CHEM 114 are also completed. Prerequisites: CHEM 101 or high school chemistry, along with a minimum SAT or ACT or GPA as set by the chair of the Department of Biology and Chemistry*

### **CHEM 112 Biochemistry for the Health Sciences (1)**

This short biochemistry course covers the chemical reactions and physiological significance of cellular macro molecules. Emphasis is placed on the biological basis of pharmacology and pharmacotherapeutics. *Meets the general studies requirement in Nature if CHEM 111 and CHEM 114 are also completed. Prerequisite: CHEM 111; corequisite: BIOL 251*

### **CHEM 114 Laboratory for the Health Sciences (1)**

Several experimental activities involving some general chemistry topics such as reactions, equilibrium solutions and acid/base phenomena. The bulk of the lab activities look at the physical and chemical characteristics of the common organic functional groups. *Meets the general studies requirement in Nature if CHEM 111 and CHEM 112 are also completed. Prerequisite/corequisite: CHEM 111*

### **CHEM 151 General Chemistry (4)**

LECTURES, 3 HOURS; LAB, 3 HOURS; DISCUSSION, 1 HOUR

This is a general course in the basic laws and concepts of modern chemistry and the first of a two-semester sequence. Topics include atomic structure, chemical bonding, thermochemistry, stoichiometry, chemical reactions, solution chemistry, nuclear chemistry, and the behavior of gases. *Meets the general studies core requirement in Nature. Prerequisites: one year of high school chemistry or CHEM 101, and MATH 110 or equivalent*

### **CHEM 152 General Chemistry II (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS; DISCUSSION, 1 HOUR

This is a continuation of CHEM 151 General Chemistry begun in the fall. Topics covered include solution chemistry, chemical kinetics, equilibrium, acid-base theory, thermodynamics, and electrochemistry. *Prerequisite: CHEM 151*

### **CHEM 240 Introduction to Organic and Biochemistry (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

Students are introduced to the names, properties, and reactions of organic functional groups with applications to biochemical monomers and macromolecules. *Prerequisite: CHEM 152*

### **CHEM 251 Organic Chemistry – Theory (4)**

This is a general course in the structure, nomenclature, reactions, properties, and theoretical synthesis of carbon compounds. *The laboratory course, CHEM 261 must be taken concurrently with CHEM 251. Prerequisite: CHEM 152*

### **CHEM 252 Organic Chemistry – Theory (4)**

This is a general course in the structure, nomenclature, reactions, properties, and theoretical synthesis of carbon compounds. *The laboratory course, CHEM 261 must be taken concurrently with CHEM 251. Prerequisite: CHEM 251*

### **CHEM 261 Organic Chemistry – Lab (1)**

Techniques of determining chemical and physical properties and synthesis of organic compounds are the focus of laboratory study. *Must be taken concurrently with CHEM 251.*

### **CHEM 262 Organic Chemistry – Lab (1)**

Techniques of determining chemical and physical properties and synthesis of organic compounds are the focus of laboratory study. *Must be taken concurrently with CHEM 252.*

### **CHEM 300 Quantitative Analysis – Theory (2)**

The theoretical basis of gravimetric and volumetric analyses are covered in this course. Topics include multiequilibria, acid-base equilibria, and redox reactions as applied to quantitative analysis. *Prerequisite: CHEM 152*

### **CHEM 310 Quantitative Analysis – Laboratory (2)**

This is a laboratory course in the analysis of materials by the methods studied in CHEM 300. *Prerequisite or corequisite: CHEM 300*

### **CHEM 320 Instrumental Analysis – Theory (3)**

The theory and operation of modern analytical equipment are covered in this course, including electrochemical methods; UV-visible, infrared, and flame emission spectrophotometry; chromatographic methods; and others. *Meets the general studies upper-division writing intensive requirement. Prerequisites: CHEM 151 and CHEM 152*

### **CHEM 330 Instrumental Analysis – Lab (1)**

In this laboratory course, students analyze materials by the methods studied in CHEM 320. *Meets the general studies upper-division writing intensive requirement. Prerequisite or corequisite: CHEM 320*

### **CHEM 390 Physical Chemistry for the Life Sciences (3)**

The physical and chemical theories of thermodynamics, equilibria, kinetics, and spectroscopy are examined in the context of the chemical and physical properties of a living cell. *Prerequisite: CHEM 152*

**CHEM 401 Thermodynamics (3)**

Students learn the theoretical basis of thermodynamics including the zeroth, first, second, and third laws. These laws are applied to heat engines such as the Carnot and Otto cycles and to refrigeration. Students explore a variety of topics including phase diagrams, free energy and equilibrium. *Prerequisites: CHEM 151 and MATH 252*

**CHEM 402 Kinetics and Quantum Mechanics (3)**

Kinetics includes molecular motion in the gas and liquid states, rate laws, the Arrhenius equation, reaction mechanisms, and activated complex theory. Quantum mechanics are introduced and applied to the particle in a box, the rigid rotor, and the harmonic oscillator. Once a firm foundation has been established in the use of Schrodinger's equation, it is applied to atomic and molecular structure. *Prerequisite: CHEM 401; recommended: PHYC 202 or PHYC 252*

**CHEM 451 Advanced Organic Chemistry (4)**

Chemical and physical properties of polyaromatics, heterocyclics, polymers, carbohydrates, lipids, and simple proteins are studied. Theories regarding organic reactions include molecular orbital theory, photochemistry, and kinetics that aid in the understanding of organic mechanisms. Mass spectrometry is extensively developed in application to organic molecules. *Prerequisite: CHEM 252*

**CHEM 461 Inorganic and Bioinorganic Chemistry (3)**

A foundation in basic inorganic chemistry is established including symmetry theory, bonding theory, acid-base theory, and coordination chemistry. These principles are then applied to biochemical systems. *Prerequisites: CHEM 152 and MATH 252*

**CHEM 490 Chemistry Seminar (1)**

The seminar consists of reviews, reports, and discussions on current scientific literature. *Prerequisite: senior standing in biochemistry or chemistry*

**CHEM 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a university student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class. May be repeated subject to department policies listed above.*

**CHEM 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. May be repeated subject to department policies listed above. Prerequisite: junior or senior standing*

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

# Department of Communication Studies

## Faculty

Chair and Professor: William James Willis, Ph.D.

Professors: Ray McCormick, Ph.D.; Rodney Reynolds, Ph.D.

Associate Professors: Bala Musa, Ph.D.; Daniel Pawley, Ph.D.

Assistant Professors: John Baugus, MBA; Marcia Berry, Ph.D.; Amy Jung, M.A.; Karen Sorensen, M.A.

Lecturers: Starla Anderson, JD; Cheryl Buchanan, JD; Ruth Carroll, M.Div.; Jeff Carter, M.Div.; Dawn Cox, M.A.; Wendi Dykes, M.A.; Murray Flagg, Ph.D.; Kerri Gallagher, M.A.; Neal Montgomery, M.Div.; Jamie Noling, D.Min.; Jillian Gilbert, M.A.; Don Murray, D.Min.; John Pate, M.A.; David Peck, M.A.; Teresa Petersen, M.A.; Tim Posada, M.A.; Phil Reed, M.A.; Amber Reiff, M.A.

## Mission

The Department of Communication Studies realizes the importance of theoretical, practical, and ethical underpinnings to the study of professional communications for majors seeking jobs in these fields, as well as for those planning to attend graduate or professional schools. To that end, the department strives to identify, develop, and offer both in-class and out-of-class educational experiences in such fields as interpersonal and small-group communication, rhetoric, forensics and debate, journalism, media studies, and public relations. This mission is carried out in a faith-integrated context with appropriate efforts to connect these areas with a Christian world view.

## Goals

The Department of Communication Studies prepares students who can:

1. Apply the basic concepts of communication theory and research to their life's work.
2. Incorporate individual and group communication styles that relate to the achievement of their personal and professional goals.
3. Utilize appropriate communication skills for solving problems, making decisions, managing conflict, executing change strategies, and promoting the intellectual, spiritual, and emotional growth of those with whom they live and work.
4. Understand the moral and ethical implications of the communicator's responsibilities in the construction of social worlds.

## Department Overview

The Department of Communication Studies offers two distinct bachelor of arts degrees in communication studies and journalism.

The communication studies major covers a variety of student interests. Students must complete a core of courses as well as complete courses in an area of emphasis. The four areas of concentration are: interpersonal and organizational communication, journalism, media studies, and rhetoric and public address.

The journalism major offers an in-depth study of journalism and mass communication, giving practical experience in writing, reporting, editing, and publication production and management.

The department also offers a minor in communication studies.

To graduate, communication studies and journalism students must maintain a cumulative grade-point average of 2.0 or higher in their major coursework.

## Career Opportunities

To enhance their career opportunities, students are required to complete a three-unit communication internship prior to graduation. Graduates enter professions in the media, journalism, public relations or advertising, law, education, communications research, ministry, consulting, and sales. Many will go on to graduate school in communications or to law school.

## Requirements for the Communication Studies Major **45 units**

### Lower-Division Core Requirements **9 units**

COMM	200	Introduction to Mass Communication	3
COMM	201	Introduction to Communication Studies	3
JOUR	210	Introduction to Journalism	3

### Upper-Division Core Requirements **15 units**

COMM	300	Research Methods in Communication	3
COMM	302	Rhetorical Theory	3
COMM	303	Communication Theory	3
COMM	425	Interpersonal Communication Processes	3
COMM	490	Communication Internship <sup>^/^^</sup>	3

<sup>^</sup>May be repeated for credit; only three units count toward the major.

<sup>^^</sup>Media Studies Concentration students may substitute TFT 490 for COMM 490.

### Areas of Concentration **21 units**

Choose from the following:

#### Interpersonal and Organizational Communication **21 units**

Choose 21 units from the following:

COMM	211	Presentational Speaking	3
COMM	325	Gender Communication	3
COMM	330	Small Group Communication <sup>**</sup>	3
COMM	405	Non-verbal Communication	3
COMM	420	Conflict Management <sup>**/****</sup>	3
COMM	430	Organizational Management	3
COMM	440	Persuasion and Attitude Change	3
JOUR	450	Public Relations	3

<sup>\*\*</sup>Meets a General Studies Elective requirement.

<sup>\*\*\*</sup>Meets the Upper-Division Writing Intensive requirement.

#### Journalism **21 units**

JOUR	300	Editing	3
JOUR	305	Media Law and Ethics	3
JOUR	325	Student Publication Workshop <sup>^</sup>	1
JOUR	430	Public Affairs Reporting <sup>***</sup>	3
JOUR	450	Public Relations	3
Upper-Division Communication Studies or Journalism Elective <sup>^^</sup>			3

Select one of the following:

COMM	112	Oral Interpretation	3
COMM	115	Essentials of Argumentation and Debate	3
COMM	211	Presentational Speaking	3
TFT	113	Acting Fundamentals	3

<sup>^</sup>May be repeated for credit. Three units required for this concentration.

<sup>^^</sup>Excluding COMM 496

#### Media Studies **21 units**

COMM	360	Studies in Popular Culture <sup>^</sup>	3
COMM	440	Persuasion and Attitude Change	3
JOUR	305	Media Law and Ethics	3
TFT	101	Christianity and the Creative Process <sup>*</sup>	3
TFT	275	History of Broadcasting and Electronic Media	3
TFT	341	Media Criticism and Theory	3
TFT	351	Film and Social Issues <sup>^</sup>	3

<sup>\*</sup>Meets a General Studies Core (or elective) requirement.

<sup>\*\*\*</sup>Meets the Upper-Division Writing Intensive requirement.

<sup>^</sup>May substitute TFT 495 or COMM 495 Special Topics with approval of chair of the Department of Communication Studies.

## COLLEGE OF LIBERAL ARTS AND SCIENCES

### Rhetoric and Public Address 21 units

COMM 115	Essentials of Argumentation and Debate	3
COMM 330	Small-Group Communication**	3
COMM 340	Advanced Argumentation	3
COMM 440	Persuasion and Attitude Change	3
COMM 495	Special Topics in Communication: Rhetorical Criticism	3
Upper-Division Communication Studies or Journalism Elective^		3

Select one of the following:

COMM 211	Presentational Speaking	3
COMM 315	Intercollegiate Forensics	3

\*\*Meets a General Studies Elective requirement.

^Excluding COMM 496

### Requirements of the Communication Studies Minor 24 units

#### Lower-Division Core Requirements 12 units

COMM 200	Introduction to Mass Communication	3
COMM 201	Introduction to Communication Studies	3
JOUR 210	Introduction to Journalism	3

Select one of the following:

COMM 112	Oral Interpretation	3
COMM 115	Essentials of Argumentation and Debate	3
TFT 113	Acting Fundamentals	3

#### Upper-Division Core Requirements 12 units

Select one of the following:

COMM 302	Rhetorical Theory	3
COMM 303	Communication Theory	3

Select one of the following:

COMM 490	Communication Internship	3
JOUR 305	Media Law and Ethics	3
JOUR 430	Public Affairs Reporting***	3
JOUR 450	Public Relations	3

Select one of the following:

COMM 330	Small-Group Communication**	3
COMM 420	Conflict Management**/**	3
COMM 425	Interpersonal Communication Processes	3
COMM 430	Organizational Communication	3
COMM 440	Persuasion and Attitude Change	3
COMM 495	Special Topics in Communication	3

One additional upper-division course 3

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

### Requirements of the Journalism Major 45 units

#### Core Requirements 15 units

COMM 200	Introduction to Mass Communication	3
COMM 201	Introduction to Communication Studies	3
COMM 300	Research Methods	3
COMM 490	Communication Internship	3
JOUR 210	Introduction to Journalism	3

#### Required Classes 18 units

ENGL 361	Freelance Magazine Article Writing	3
JOUR 300	Editing	3
JOUR 305	Media Law and Ethics	3
JOUR 315	Desktop Publishing and Design	3
JOUR 325	Student Publications Workshop^	1
JOUR 430	Public Affairs Reporting***	3

^JOUR 325 is a one-unit class and must be taken a total of three times to fulfill this requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

### Remaining Elective Units 12 units

Choose 12 units from the following courses:

COMM 340	Advanced Argumentation	3
COMM 376	Broadcast Journalism	3
COMM 414	Student Broadcast Workshop^^	1-3
ENGL 304	Creative Writing: Non-Fiction	3
JOUR 310	History of American Journalism	3
JOUR 410	International Journalism	3
JOUR 420	Entertainment Reporting	3
JOUR 425	Opinion and Editorial Writing	3
JOUR 440	Faith and Values Reporting	3
JOUR 450	Public Relations Principles	3
JOUR 460	Advanced Public Relations	3
MKTG 361	Marketing Communications	3
TFT 260	Cinema-TV Production I	3
TFT 261	Radio and Sound Production	3
TFT 263	Broadcast Performance	3
TFT 438	Advanced Documentary Film	3

^^Only one section (Radio or Television) will count toward the major.

Any student participating in Department of Communication Studies cocurricular activities (forensics, media production) must maintain a 2.5 cumulative grade-point average.

## Course Descriptions

### Communication Studies

#### COMM 111 Public Communication (3)

This course offers practical instruction in how to speak effectively and introduces the basic principles underlying effective communication.

Topics range from the study of theoretical models of interpersonal and public communication to the fundamental skills of research, organization, and delivery of informative and persuasive discourse. *Meets the general studies requirement for University Skills and Requirements.*

#### COMM 112 Oral Interpretation (3)

This course introduces the student to the theory and practice of communicative reading. The basic literary forms of prose, poetry, and drama are analyzed for purposes of oral performance.

#### COMM 115 Essentials of Argumentation and Debate (3)

This course provides a basic overview of academic debating. Emphasis is placed on the role of effective research, identifying different forms of arguments, and the basic structure and format of a debate, with participation in formal debates centered on current events.

#### COMM 116 Intercollegiate Forensics (1-3)

Students participate in directed activity in debate and/or individual events, including platform speaking, limited preparation events, and the oral interpretation of literature. Participation in intercollegiate speech competition is required. May be repeated for up to six credits, but only three count toward the major.

#### COMM 200 Introduction to Mass Communication (3)

This course provides a study of the forms, content, environments, and strategies of the mass media (newspaper, magazine, radio, television, film, etc.). Emphasis is given to a historical and critical understanding of media structures and functions.

#### COMM 201 Introduction to Communication Studies (3)

This introductory course exposes students to the main areas of scholarship and research within the field of communication. Students are introduced to the fundamental issues and concerns involved in the study of rhetorical and communication theory and given an orientation necessary for future study. Emphasis is placed on approaches to communications employed within the field, current developments in scholarship, and the development of proper research techniques.

#### COMM 211 Presentational Speaking (3)

The purpose of this course is to improve the presentational skills of students who will be entering a career in business. The course focus is not only on the structural skills necessary to deliver a professional presentation, but also on the integration of the use of technology into the oral presentation. Presentational tools such as overheads, charts, graphs, illustrations, and Powerpoint are incorporated into the course assignments. *Prerequisite: COMM 111*

## COMMUNICATION STUDIES

### **COMM 300 Research Methods in Communication (3)**

This course introduces students to the research process. It examines how research is planned and designed, explores both quantitative and qualitative methods, introduces students to processes of data collection and analysis, and gives them experience in conducting original research. *Prerequisite: COMM 201*

### **COMM 302 Rhetorical Theory (3)**

This course provides a survey of historical and contemporary rhetorical theories beginning with the Greek classical period. Attention is given to the critical and theoretical analysis of human discourse in modern society. *Prerequisite: COMM 201*

### **COMM 303 Communication Theory (3)**

Basic theories and concepts associated with human communication are the focus of this course, which reviews research and theoretical positions on interpersonal, intrapersonal, small-group, nonverbal, and intercultural communication. *Prerequisite: COMM 201*

### **COMM 310/GLBL 310 Intercultural Communication (3)**

This course explores the dynamic processes of establishing a relationship between culturally diverse individuals. Respecting divergent cultural patterns is promoted, but not at the expense of neglecting the consideration of salient spiritual, moral, and ethnical issues involved in intercultural communication. *Meets the general studies elective requirement.*

### **COMM 315 Intercollegiate Forensics (1-3)**

Students participate in directed activity in debate and/or individual events, including platform speaking, limited prep events, and the oral interpretation of literature. Participation in intercollegiate speech competition is required. May be repeated for up to six credits, but only three count toward the major. *Prerequisite: instructor's permission*

### **COMM 325 Gender Communication (3)**

This course explores the role of gender in communication processes. Students examine both the personal and social nature of gender, including how it shapes communication and how communication creates, reproduces, sustains, and sometimes challenges and changes the meaning of gender. Attention is given to how gender impacts, and is impacted by, friendships, family relationships, education, media, and organizations. *Prerequisites: junior or senior standing and COMM 303*

### **COMM 330 Small-Group Communication (3)**

This course provides the student with both a theoretical and active acquaintance with group participation and leadership. The effectiveness of group discussion is examined through the concepts of leadership emergence, norms and roles, cohesiveness, interaction conformity, conflict, listening, and group structure. *Meets the general studies elective requirement.*

### **COMM 340 Advanced Argumentation (3)**

This course analyzes argumentation techniques used in both formal and informal settings. Its focus includes understanding and defining argument, discovering argument in the personal community, the social community, and nontraditional places. *Prerequisite: COMM 115 or instructor's permission*

### **COMM 341/TFT 341 Media Criticism and Theory (3)**

This course examines the origins and development of film criticism and theory through a close analysis of selected writings. Specialized critical approaches such as genre, auteur, feminist, and Marxist is framed by a cultural studies approach giving an understanding of film as an expression of both art and popular culture.

### **COMM 360/TFT 360 Studies in Popular Culture (3)**

This course carefully examines popular cultural forms, institutions, rituals, artifacts, icons, communication practices, thought patterns, worldviews, value systems, and ideologies possibly created thereby. Topics range from the private and public experiences of popular culture in movies, television, and recordings to fast food, automobiles, and blue jeans, along with their relationship to wider cultural contexts and Christian faith.

### **COMM 376 Broadcast Journalism (3)**

This course emphasizes the writing and production of broadcast news programs. Special attention is given to electronic news gathering (ENG) techniques, including basic video camera operations, broadcast reporting skills, and non-linear video editing fundamentals as they relate to the reporting and writing process. *Prerequisite: JOUR 210*

### **COMM 405 Nonverbal Communication (3)**

This course introduces students to nonverbal communication as a vital factor in human communication by examining the research, practice, and principles underlying nonverbal behavior. The course focuses on several components of nonverbal communication, including touch, proximity, vocal quality, eye contact, facial expression, personal appearance, gesturing, and gender and culture differences in nonverbal behavior. Application of the theories of nonverbal communication is made to workplace, social, and family settings. *Prerequisites: junior or senior standing and COMM 303*

### **COMM 414/TFT 414 Student Broadcast Workshop (1-3)**

This course offers advanced instruction in the techniques and practice of broadcast production. Goals for the course include increasing skills and aptitudes in research, interviewing, writing and performing for on-air and production environments. Students learn the importance of operation under broadcast deadlines and using time management skills. As a workshop class, the course requires significant production time in addition to class time. *Course may be repeated for up to six units towards graduation. Prerequisites: TFT 260 for the TV section, TFT 261 for the Radio section*

### **COMM 420 Conflict Management (3)**

Students examine the process of communication within conflict situations. The course analyzes conflict on intrapersonal, interpersonal, group, and organizational levels. *Meets the general studies elective and upper-division writing intensive course requirements. Prerequisite: junior/senior standing*

### **COMM 425 Interpersonal Communication Processes (3)**

This course offers an in-depth analysis of dyadic interaction. Initial and developing relational sequences are highlighted. Such topics as self-disclosure, intimacy, trust, and interpersonal influence are discussed. Current developments in theory and research in the area of interpersonal communication are also stressed. *Prerequisite: junior/senior standing*

### **COMM 430 Organizational Communication (3)**

The nature and process of communication in modern organizations are examined, including the pragmatic implications of organizational communication theories as they relate to understanding organizations and implementing change strategies. Attention is also given to applied business communication such as interviewing, personnel relations, and negotiation.

### **COMM 440 Persuasion and Attitude Change (3)**

This course examines the basic theories and techniques of influence, providing the student with a critical awareness of the nature, function, and scope of persuasion. The class covers such concepts as attitudes, credibility, resistance to persuasion, ethics, logic and argumentation, and propaganda.

### **COMM 490 Communication Internship (1-3)**

This course provides an opportunity for directed experiences in applying the principles and skills of communication theory while performing specific tasks. Internships are arranged individually for the participants and supervised directly by the instructor. Tasks may include career training and group leadership. Enrollment is contingent upon department approval. Three units must be taken for the communication major; an additional three units may be taken for credit toward graduation.

### **COMM 491/TFT 491 Classroom Practicum (1-3)**

This course gives students practical experience in classroom teaching and tutoring. Students assist in classroom duties as well as complete assignments related to the development of a communication perspective. Three units must be taken for the communication major; an additional three units may be taken for credit toward graduation. *Prerequisite: instructor's permission*

### **COMM 495 Special Topics in Communication (3)**

This course allows occasional offerings of diverse topics in communication not covered by regular department courses. Performance areas, trends in the field of communication study, or special interests of faculty and students may be targeted under this category. Media, politics, and gender are examples of subject topics, and drama and forensics are performance areas covered in this course.

**COMM 496 Senior Seminar: Ethics in Human Communication (3)**

This seminar in ethics and communication helps students understand the ethical dilemmas faced by communicators in a variety of situations. Through the examination of various communication theories, students come to understand the powerful ways in which communication defines, creates, maintains, and/or changes social reality and understand the ethical implications involved in each of these communication functions. *Meets the general studies senior seminar requirement. Prerequisites: senior standing; completion of the majority of the units required for God's Word and the Christian Response; completion of the majority of coursework in the major; and upper-division writing intensive course*

**COMM 497 Readings (1-4)**

Consists of a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

**COMM 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

**COMM 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, annotated recital, or artistic creation of a material form. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing*

**Journalism**

**JOUR 210 Introduction to Journalism (3)**

This course allows students to practice the basics of newspaper reporting. The focus is on techniques of researching and writing hard news stories and features.

**JOUR 300 Editing (3)**

This course examines the question, "What does it mean to be an editor?" Emphasis is placed on copy editing, news and editorial writing, and layout and design. The course also examines some ethical and legal issues editors face. *Prerequisite: JOUR 210 or instructor's permission*

**JOUR 305 Media Law and Ethics (3)**

This advanced course analyzes past and recent interpretations of freedom of expression as argued in state and federal courts and other forums. Issues of concern include libel, right to privacy, information gathering, protection of sources and state secrets, the FCC and FTC, obscenity, and propaganda. The struggle of the press to maintain its role in this democratic society is emphasized. *Prerequisites: COMM 200, JOUR 210, and PHIL 220*

**JOUR 310 History of American Journalism (3)**

This survey course on the history of American journalism and the mass media tracks and discusses the milestones in that history and analyzes the evolution of media and journalistic concepts from the days of Colonial America to the 21<sup>st</sup> Century. Students explore key concepts such as freedom of the press and the people's right to know and discuss why these traditions exerted either functional or dysfunctional influences on the American press. The course follows a lecture/discussion model and the students work in small teams to prepare classroom presentations on specific examples of pertinent concepts.

**JOUR 315 Desktop Publishing and Design (3)**

This skills course teaches the journalism major how to create, edit, and design publications using software created for that purpose. As media convergence trends impact the industry, requiring reporters, editors, and designers to create visual stories and skillfully coordinate text and

art, future media specialists must focus on these strengths. This course enables students to adapt stories for a variety of media including the Internet and develops the computer networking skills necessary for efficient publication production in today's market. Note: As this is an applied computer course wherein students develop journalistic publications, previous computer expertise is not sufficient to opt out of the course.

**JOUR 325 Student Publication Workshop (1)**

This workshop allows students with earned credit in newspaper courses to develop skills and contribute to the production of the student newspaper. This course may be repeated three times for credit toward the journalism major and up to six times total. *Prerequisite: JOUR 210 or instructor's permission*

**JOUR 410 International Journalism (3)**

This class approaches the challenge of portraying foreign cultures in reporting. With international journalism a critical component in all facets of reporting, this course develops an understanding of the unique challenges inherent in communications with foreign cultures. Students examine international journalists' work, explore how they strive to connect cultures in media conversations and coverage, and generate writing that connects the world through writing and reporting. *Prerequisite: JOUR 210*

**JOUR 420 Entertainment Reporting (3)**

This specialty journalism course capitalizes on the unique location of Azusa Pacific University in the backyard of the entertainment capital of the world. The course emphasizes an understanding of the entertainment industry and focuses on reporting and writing techniques that prepare students to cover the world of entertainment as a news beat. Students analyze the writing styles of the print media such as newspapers and magazines, and write reviews of films, television shows, and musical concerts. *Prerequisite: JOUR 210*

**JOUR 425 Opinion and Editorial Writing (3)**

This course explores two purposes of journalism providing a public forum for discussion and amplifying the current conversations in communities. Focusing on editorial pages, this course trains students to increase community conversations and amplify hot topics. The course emphasizes the fact-finding skills vital to op-ed pieces and focuses on writing structures and techniques that engage news consumers and cause them to think about issues more deeply and creatively. Beyond editorials, the course also analyzes the construction of various kinds of personal columns and reviews. *Prerequisite: JOUR 210*

**JOUR 430 Public Affairs Reporting (3)**

This advanced journalism course examines the reporting of public institutions and programs that affect and impact the market area of the media organization. The class covers local, state, and national government; schools; tax-supported organizations; the military; and the programs affiliated with these institutions. *Meets the general studies Upper-Division Writing Intensive requirement.*

**JOUR 440 Faith and Values Reporting (3)**

This seminar in faith and values reporting and writing examines the role of religious journalism in covering faith, public life, and culture. Also included in the course is an examination of publications and media that routinely accept stories dealing with faith and values. *Prerequisites: JOUR 210 and THEO 363*

**JOUR 450 Public Relations (3)**

Communication principles and theories are applied to the field of public relations. Emphasis is placed on developing successful approaches to establishing and maintaining mutual understanding between organizations and their publics through successful two-way communication. *Prerequisite: junior standing*

**JOUR 460 Advanced Public Relations (3)**

In this course, students apply their knowledge and skills to a real-life public relations project. Students must think critically about public relations practices and develop innovative solutions to public relations problems while working for mythical clients with real image needs. *Prerequisites: JOUR 210, JOUR 450, BUSI 360, and MKTG 361*

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

# Department of Computer Science

## Faculty

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

*Professor: Lyle Reibling, Ph.D.*

*Assistant Professors: Sheldon Liang, Ph.D.; Baozhong Tian, Ph.D.*

*Lecturers (part time): Daniel Homer, M.S.; Wendel Scarbrough, M.S.;  
Tedd Szeto, Ph.D.; Rod Ulrich, M.S.*

## Department Overview

The Department of Computer Science offers a Bachelor of Science in Computer Science, a Bachelor of Arts in Computer Information Systems, and an undergraduate minor in computer science, and provides the curriculum and instruction for accelerated degree completion of the Bachelor of Science in Computer Information Systems. The department also provides several support courses for other majors (especially mathematics, education, chemistry, and physics), as well as computer literacy courses for all students.

All majors and minors in the Department of Computer Science must maintain a minimum cumulative GPA of 2.0 in all university coursework.

## Mission

The Department of Computer Science at Azusa Pacific University offers undergraduate degree programs in computer science and computer information systems; provides computer literacy courses and support courses for mathematics majors; prepares students for graduate study and success in their chosen careers; and seeks to assist students in applying their knowledge and skills in service to a society based on an understanding of Christian truth and values.

## Goals

1. Understand the design and function of computers and related technology.
2. Understand and be competent with software development processes, principles, and procedures.
3. Effectively analyze user's problems, and design and implement good solutions.
4. Cultivate knowledge and capability working with data structures and algorithms.
5. Be effective as computer programmers and/or in related work.
6. Understand programming concepts sufficiently to learn computer languages independently.
7. Program computers with knowledge of two or more programming languages.

## Department Resources

The department operates three computer science laboratories on the Azusa Pacific campus: the telecommunications laboratory, the advanced technologies/multimedia laboratory, and the computer science main laboratory.

Although the university provides extensive computer lab facilities for student use, each student is encouraged to purchase a personal computer (PC). Students with their own IBM compatible PC have a definite advantage in utilizing and applying computer science instruction.

## Computer Science

### Introduction

Computer science, like engineering disciplines, is an "artificial science" which deals with "how things ought to be." This is different from mathematics and other natural sciences which are concerned with "how things are." Computer science is concerned with design and synthesis more than analysis and deduction (as are physics, chemistry, mathematics, and biology).

Upon graduation, an APU computer science/computer information systems major should be able to:

- Understand the design of computers and the computational process.
- Analyze and design data structures and algorithms.
- Understand programming concepts sufficiently enough to acquire computer language proficiency independently.
- Program computers with knowledge of at least two programming languages.
- Understand and apply software development principles.

With a faculty comprised of competent and dedicated teachers, small classes, excellent computer labs, and current and relevant software, computer science at Azusa Pacific University is challenging, professional, intellectually stimulating, and provides a gateway to many exciting careers.

This major offers a solid foundation in computer science and is directly applicable to current problems in society and industry.

The Bachelor of Science in Computer Science at Azusa Pacific University prepares students for graduate work in computer science, or for careers in fields such as computer programming and software engineering.

The computer science major covers the following topics:

1. All functional levels of computing, from applications to microcode
2. Programming theory and practice (five or more languages)
3. Software engineering: principles, procedures, techniques, and applications
4. Logical digital design
5. Computer architecture
6. Telecommunications

A candidate for the Bachelor of Science in Computer Science is required to take several mathematics courses. (Only two additional mathematics courses are needed to complete a minor in mathematics.)

Students who plan to pursue an advanced degree in computer science should review their program of studies with their advisor as soon as possible.



**Career Opportunities**

The bachelor's degree in computer science prepares the graduate for advanced studies in such fields as computer science, computer engineering, software engineering, and telecommunications. Because of the rapidly changing technical and scientific technology in computer science, students are encouraged to enter a graduate program soon after completing a bachelor's degree.

The Azusa Pacific University Computer Science (CS) Program also opens career opportunities for those who choose not to pursue a graduate degree immediately following graduation. Employment opportunities include careers as a systems programmer, software engineer, scientific programmer, telecommunications specialist, high school computer science and mathematics teacher, and other computing fields. Missionary and other Christian organizations need computer science graduates for their increasingly complex applications, such as Bible translation work, as well as administrative, financial, fundraising, and technical support activities. Job opportunities are available globally.

**Computer Courses for General Credit**

(not applicable for the computer science major or minor)

CS	120	Computer Literacy	3
CS	205	Microcomputer Software Tools	3
CS	210	Microcomputer Programming	3

**Requirements for the Computer Science Major 60 units**

In addition to the general studies requirements, a minimum of 48 computer science units and 12 mathematics units (for a total of 60 units) are required for the Bachelor of Science in Computer Science.

To be successful in this major, knowledge of operating systems, word processing, spreadsheets, and database applications is necessary. Students who do not have this background must take CS 205 Microcomputer Software Tools.

**Computer Science Requirements 39 units**

CS	220	Introduction to Computer Science	4
CS	225	Fundamentals of Computer Science	4
CS	250	Operating Systems	3
CS	320	Data Structures	3
CS	325	Database Management Systems	3
CS	330	Systems Programming I	3
CS	340	Systems Programming II	3
CS	400	Compiler Construction	3
CS	445	Computer Architecture and Organization	4
CS	450	Numerical Analysis	3
CS	470	Software Engineering I	3
CS	480	Software Engineering II	3

**Upper-Division Computer Science Electives^ select 9 units**

CS	363	Web Programming	3
CS	420	Telecommunications and Interfacing	3
CS	425	Fundamentals of Network Administration	3
CS	430	Artificial Intelligence	3
CS	435	Advanced Database Applications Programming	3
CS	460	Software Project	3
CS	495	Special Topics in Computer Science	3
CS	496	Senior Seminar: Ethics in Computer Science*	3
CS	497	Readings	1-4
CS	498	Directed Research	1-4
CS	499	Thesis/Project	1-4

\*Meets a General Studies Core (or elective) requirement.

**Mathematics Requirements 12 units**

MATH	251	Calculus I	5
MATH	252	Calculus II	4
MATH	280	Discrete Mathematics	3

^Computer science electives include any upper-division CS courses numbered 300 or above.

**Requirements for the Computer Science Minor 25 units**

CS	220	Introduction to Computer Science	4
CS	225	Fundamentals of Computer Science	4
CS	320	Data Structures	3
MATH	251	Calculus I	5
MATH	280	Discrete Mathematics	3
Upper-Division Computer Science Courses^			6

^Computer science electives include any upper-division CS courses numbered 300 or above.

**Computer Information Systems**

**Introduction**

The Bachelor of Arts in Computer Information Systems (CIS) provides an educational foundation for students planning a career in the analysis, design, and implementation of information systems. Students are prepared for careers as programmers, systems analysts, application software developers, and technology specialists. Students who have a strong interest in technology and its application, but are not primarily interested in the scientific and mathematical aspects of computer science should find this program a good fit.

Information systems (IS) is the study of the application of computer technology in organizations. It is founded on two major reference disciplines, computer science and management. Unlike computer science students, IS undergraduates must complete some accounting and finance coursework. IS involves no coursework in engineering or scientific computing, and the mathematics courses are practical and applied. Traditionally, the IS undergraduate curriculum has been divided into two sections: MIS, where the emphasis has been on managing information systems (the business side of IS); and CIS, where the emphasis has been on the application of computer technology to information systems.

**Career Opportunities**

While students preparing for careers in scientific computing or planning to transfer to other computer science graduate programs are best served by the undergraduate CS degree, students whose career plans will take them into the business world, ministry, or onto the mission field as technology enablers will benefit from a degree that allows them a greater focus on technology.

**Requirements for the Computer Information Systems Major 57 units**

**Computer Science Requirements 35 units**

CS	205	Microcomputer Software Tools	3
CS	220	Introduction to Computer Science	4
CS	225	Fundamentals of Computer Science	4
CS	250	Operating Systems	3
CS	320	Data Structures	3
CS	325	Database Management Systems	3
CS	330	Systems Programming I	3
CS	420	Telecommunications and Interfacing	3
CS	435	Advanced Database Applications Programming	3
CS	470	Software Engineering I	3
CS	480	Software Engineering II	3

## COMPUTER SCIENCE

### Computer Science Electives 9 units

#### Math Requirements 6 units

MATH	151	Applied Calculus I	3
MATH	280	Discrete Mathematics	3

#### Other Requirements 7 units

BUSI	120	Principles of Accounting I	4
BUSI	210	Principles of Organization and Management	3

## Accelerated B.S. in Management Information Systems or Computer Information Systems Degree Completion Program

### Introduction

Students in the C.A.P.S. (Center for Adult and Professional Studies) Program with majors in management information systems (MIS) or computer information systems (CIS) develop a competitive edge that helps them succeed in the workplace. The program caters exclusively to the adult learner with experience in the computer field. In this accelerated three-term program, the 39-semester unit curriculum is concentrated into 65 weekly four-hour class sessions.

A dual effort between the Department of Computer Science in the College of Liberal Arts and Sciences and the School of Business and Management, this customized program coordinates the students' class and work demands and allows them to begin the program as it suits their schedules. The program allows the student to choose one of two tracks, management information systems or computer information systems.

In addition, students complete a major project integrating the knowledge and methodology learned by designing, developing, and implementing a software project or a comprehensive institution-related project. This project serves as a connection between study and experiential learning and develops problem-solving skills.

### Admission Requirements

To be admitted to the Accelerated B.S. in Management Information Systems/Computer Information Systems Degree Completion Program, a student needs:

- A minimum of 60 transferable semester units from accredited colleges or universities
- Official transcripts from all schools attended (two copies)
- A 2.0 grade-point average or above in the transferred courses
- A writing sample that demonstrates written communication skills (submitted at registration)

There are several program prerequisites which may be met from academic, personal, or professional experiences that will be assessed by a Background and Prerequisite Questionnaire, including:

Microcomputer Programming*	3
Elective units in MIS or CIS*	3

\*May be met through prior coursework taken at APU or another accredited college or university, work experience, or examination.

When the requirements have been met, students receive a letter of admission and a statement of estimated accepted credits.

This program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills.

### Core Computer Courses for Both Programs

MCIS	250	Operating Systems	3
MCIS	400	Client/Server Technology	3
MCIS	420	Telecommunications and Interfacing	3

Select one of the following:

CISS	315	Structured Programming I	3
MISS	347	Computer Programming II	3

Select one of the following:

CISS	325	Database Management Systems	3
MISS	348	Database Program Development	3

Select one of the following:

CISS	470	Software Engineering I	3
MISS	346	Structured Systems Design	3

### Required Courses for B.S./CIS

MCIS	330	Systems Programming I, C++ Language	3
CISS	335	Systems Programming II, C++ Language	3
CISS	350	Computer Algorithms	3
CISS	460	Applied Research	3

### Required Courses for B.S./MIS

MISS	340	Principles of Organization and Management	3
MISS	442	MIS Foundations	3
MISS	443	IT Applications and Management	3
MISS	446	Advanced System Management I	3

### Required Courses for Both Programs

BMGT	302	Adult Development and Learning Assessment	3
BMGT	306	The Bible and Business Ethics	3
BMGT	411	A Christian Worldview and the Professions	3

## Course Descriptions

### CS 120 Computer Literacy (3)

This PC-based course teaches the student what a computer is and how to use it, with a brief introduction to microcomputer programming. Other applications are taught hands-on, using word processing, spreadsheet analysis, and database application programs. This course includes a strong emphasis on the vocabulary and concepts necessary to understand the use and technology of computers. It may be used as a general elective, but does not apply as an elective toward the computer science major or minor. However, it is strongly recommended as a general elective for students who do not already possess computer skills.

### CS 205 Microcomputer Software Tools (3)

This PC-based course covers the basics of MS Windows and the use of applications software as problem-solving tools. In-depth coverage of popular word processing, database, and spreadsheet packages is included.

### CS 210 Microcomputer Programming (3)

This is a general, but rigorous, course in Web programming for any student interested in learning this skill. Topics covered include program design, sequence, selection, repetition, graphics, GUI principles, arrays, HTML, and other applications. Students learn a language such as Java, Javascript, or VBScript. This course is recommended as a general elective for noncomputer science majors.

**CS 220 Introduction to Computer Science (4)**

Students are introduced to object-oriented programming, with a strong emphasis on problem solving, design and analysis of algorithms, and programming principles. Principles of object-oriented and structured programming, problem analysis, and documentation are also covered. An object-oriented language is used, and a lab is required. Students complete a number of programming projects. *Prerequisite: prior computer experience or department permission*

**CS 225 Fundamentals of Computer Science (4)**

This course is a continuation of object-oriented programming and other topics from CS 220. It also provides an introduction to the general architecture of computers and elementary data structures. Problem analysis, program design, development and implementation, and related topics are covered. A lab is required. Students complete a number of programming projects. *Prerequisite: CS 220, knowledge of C++, or department permission*

**CS 250 Operating Systems (3)**

This course provides an introduction to the basic functions of modern operating systems. These include multi-tasking, process synchronization, deadlocks, memory management, virtual memory, file systems, protection, and security. The course also includes a comparative analysis of several popular operating systems such as Windows XP, Windows NT, OS/2, and UNIX. *Prerequisite: CS 225*

**CS 320 Data Structures (3)**

This course provides a study of algorithms and their related data structures, including linear lists, linked lists, trees, graphs, sorting techniques, and dynamic storage allocation. Applications are implemented using an appropriate computer language. *Prerequisite: CS 225*

**CS 325 Database Management Systems (3)**

Students learn about database concepts, relational and nonrelational database systems, database environment, theory, and applications. The design, development, and implementation of database systems are included. A practical database project is developed by students utilizing a popular database development system. Students generate user interfaces and reports. *Prerequisite: CS 225 or department permission*

**CS 330 Systems Programming I (3)**

This course provides an in-depth study of programming using appropriate computer languages. Applications include systems programming problems. *Prerequisite(s): CS 225 and knowledge of C++, or department permission*

**CS 340 Systems Programming II (3)**

This programming class includes the architecture and organization of microcomputer systems, fundamentals of assemblers, assembly language programming, and advanced topics on the Intel 80X86 family of microprocessors. Students write several programs which are assembled and run on Intel 80X86-based microcomputers. Students become proficient at keyboard, screen, and disk I/O as well as character manipulation and screen graphics. *Prerequisite: CS 225 or department permission*

**CS 363 Web Programming (3)**

This course is the study of website development, emphasizing Web-based programming using open source software including Apache Server, PHP, Linux, XHTML, CSS, JavaScript and DHTML, MySQL, and others. Included are the concepts, principles, procedures, methods, tools, and techniques used in the development and management of Internet websites. This includes the design, construction, implementation, testing, and maintenance of complex websites using cutting-edge tools. Sites are developed on the Linux platform. Each student makes assigned presentations, develops small Web projects, serves on a development team, and implements part of one major term project. *Prerequisite: CS 225*

**CS 400 Compiler Construction (3)**

This course covers some fundamental knowledge of languages and automata as well as algorithms and implementation of compiler construction. Regular languages, context-free languages, and context-sensitive languages are covered. Finite-state automata, push-down automata, and multi-stack push-down automata are covered. Lexical analyzer and parser techniques are covered in depth, as well as symbol table generation and optimization. An almost complete subset of C is used for construction compiler. *Prerequisite: CS 320*

**CS 420 Telecommunications and Interfacing (3)**

The principles, protocols, methods, and standards of telecommunications, voice and data communication concepts, networking fundamentals, system configuration, and state-of-the-art practical technology are covered in this course, which includes some hands-on training. *Prerequisite: CS 330 or department permission*

**CS 425 Fundamentals of Network Administration (3)**

This course provides an introduction to the three key network management issues: cost analysis, security, and administration. Case studies and laboratory exercises supplement the lecture material. *Prerequisite: CS 420 or department permission*

**CS 430 Artificial Intelligence (3)**

Principles of artificial intelligence, study, design, and application of computer systems that model human intelligence are the focus of this course. It includes instruction in one or more artificial intelligence computer programming language (LISP and Prolog) expert systems, recursion, natural language processing, and search techniques. Students write several programs and complete a project. *Prerequisite: CS 225*

**CS 435 Advanced Database Application Programming (3)**

This course examines advanced concepts used in the development of information system products. Topics include advanced database programming, embedded database commands in high-level languages, and expert system designed user interface concepts. Pertinent current topics in information system development are also included. The course includes a major team project which is implemented and tested during the semester. *Prerequisites: CS 325 and CS 330*

**CS 445 Computer Architecture and Organization (4)**

This course studies the hardware components of computer systems, including design considerations, implementation, interrelationships, and performance. Combinational and sequential logic and their use in the components of CPUs, buses, and interfaces are covered. Instruction sets and an introduction to assembly-language programming are included. Details include input/output, memory hierarchies, pipelining, ALU operations, and CPU control. Processors include both CISC and RISC, as well as multiprocessor systems. *Prerequisite: CS 225 or department permission*

**CS 450 Numerical Analysis (3)**

Approximation methods and their applications to computers are covered, including error analysis, zeros of functions, systems of equations, numerical integration, and differentiation. Applications are programmed using an appropriate language. *Prerequisites: calculus and programming language*

**CS 460 Software Project (3)**

The student completes an independent project in the development of a nontrivial software system for an application of the student's choice. *Prerequisite: department permission*

**CS 470 Software Engineering I (3)**

This course includes a study of the concepts, principles, techniques, methods, procedures, and documents of software engineering. Emphasis is placed on systematic approaches to software engineering and the software life cycle. Each student participates in a major team project. *Prerequisite: at least 30 units of computer science or department permission*

## COMPUTER SCIENCE

### **CS 480 Software Engineering II (3)**

Further study of the concepts, principles, techniques, methods, procedures, and documents of software engineering is provided by this course. The emphasis is on systematic approaches to software engineering and software lifecycle. Each student participates in a major team project. *Prerequisites: CS 470 and at least 30 units of computer science or department permission*

### **CS 495 Topics in Computer Science (1-3)**

This course presents timely and new topics in computer science. Different material is covered each time the course is offered. It may be repeated for credit. Most topics require prerequisites which vary according to the topic.

### **CS 496 Senior Seminar: Ethics in Computer Science (3)**

This seminar provides a study of ethics, social and moral implications of computing, and various relevant aspects of computer science. *Meets the general studies senior seminar requirement. Prerequisites: senior standing; completion of the majority of the units required for God's Word and the Christian Response; completion of the majority of coursework in the major; and upper-division writing intensive course*

### **CS 497 Readings (1-4)**

Consists of a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

### **CS 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

### **CS 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, annotated recital, or artistic creation of a material form. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing.*

## **Accelerated Degree in Computer Information Systems**

### **BMGT 302 Adult Development and Learning Assessment (3)**

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments, documented by a portfolio. Additional credit for prior extracollegiate learning may be earned through the portfolio.

### **BMGT 306 The Bible and Business Ethics (3)**

This course introduces the student to moral issues involved in business practice. Students reflect on what it means to be a good business professional in the context of biblical wisdom, principles, and virtues, and apply this wisdom to expedite the resolution of business and management problems.

### **BMGT 411 A Christian Worldview and the Professions (3)**

Students develop an articulated worldview which can be applied to the broader issues of society. They develop an integrated approach to business and the common good, and formulate responses to the worldview aspects of current professional and social issues.

### **CISS 315 Structured Programming I (3)**

Students study programming language concepts and constructs, including syntax and semantics, variables, data types, modules and input/output. The course covers programming applications in a computer programming language.

### **CISS 325 Database Management Systems (3)**

This course introduces students to fundamentals of database management, including database concepts, the database environment, and relational and nonrelational database systems. Also included are designing, building, and using practical databases with fourth generation database software. Students generate user interfaces and reports.

### **CISS 330 Systems Programming I, C++ Language (3)**

This course teaches object-oriented programming concepts, methods, and techniques using the popular and powerful C++ programming language. Students are assigned programs which demonstrate the power and flexibility of object programming.

### **CISS 335 Systems Programming II, C++ Language (3)**

This is an advanced course in computer programming using the C++ language. This course emphasizes object programming techniques and covers control structures, functions, arrays, pointers, structures, memory allocation, and files.

### **CISS 350 Computer Algorithms (3)**

A study of algorithms and related data structures, including linear lists, linked lists, trees, graphs, sorting techniques, and dynamic storage allocation is included. Applications are implemented using an appropriate computer language.

### **CISS 460 Applied Research I (3)**

This course integrates and extends the concepts and methodology learned in other courses. Under the general guidance of a faculty advisor, but working independently in teams, students complete the design phase, develop, and finally, implement a completed capstone project initiated in MCIS 470. Enrollment is continuous for three terms.

### **CISS 470 Software Engineering I (3)**

A study of the concepts, principles, techniques, methods, procedures, and documents of software planning, requirements, design, development, and implementations is offered. Included are systematic approaches to software development and software life cycle. Students participate in a major team project which is continued in CISS 460 and culminates in a completed software product at the end of the program.

### **MCIS 250 Operating Systems (3)**

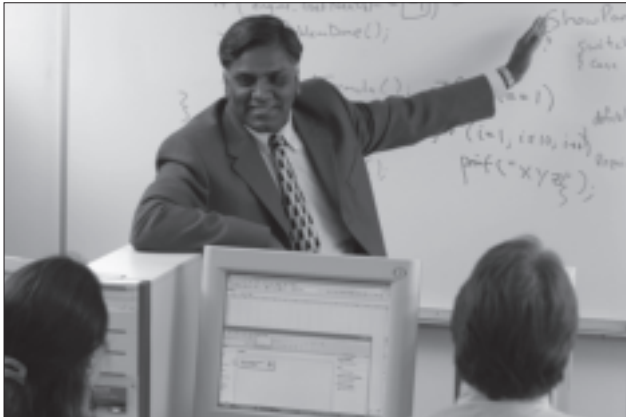
This course provides an in-depth study of operating systems, including concepts, functions, and requirements. Hands-on experience complements a comparative study of several modern operating systems.

### **MCIS 400 Client/Server Technology (3)**

This course offers an exploration of client/server application development. Client/server computing is a conceptual model. The client/server paradigm expresses an optimal balance between the use of a personal computer and the strict demand for data integrity necessary in an information society. Client/server is rapidly becoming the dominant model for database access. This course teaches client/server systems theory and application. All students develop an application in the client/server environment.

### **MCIS 420 Telecommunications and Interfacing (3)**

This course teaches the concepts, principles, and methods of data communication, networking, network topologies, interfacing, the Internet and other public networks, and current networking technologies. This course includes limited hands-on applications.



### Accelerated B.S. in Management Information Systems Degree Completion Program

#### **BMGT 302 Adult Development and Learning Assessment (3)**

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments, documented by a portfolio. Additional credit for prior extracollegiate learning may be earned through the portfolio.

#### **BMGT 306 The Bible and Business Ethics (3)**

This course introduces the student to moral issues involved in business practice. Students reflect on what it means to be a good business professional in the context of biblical wisdom, principles, and virtues, and apply this wisdom to expedite the resolution of business and management problems.

#### **BMGT 411 A Christian Worldview and the Professions (3)**

Students develop an articulated worldview which can be applied to the broader issues of society. They develop an integrated approach to business and the common good, and formulate responses to the worldview aspects of current professional and social issues.

#### **MCIS 250 Operating Systems (3)**

This course provides an in-depth study of operating systems, including concepts, functions, and requirements. Hands-on experience complements a comparative study of several modern operating systems.

#### **MCIS 400 Client/Server Technology (3)**

This course offers an exploration of client/server application development. Client/server computing is a conceptual model. The client/server paradigm expresses an optimal balance between the use of a personal computer and the strict demand for data integrity necessary in an information society. Client/server is rapidly becoming the dominant model for database access. This course teaches client/server systems theory and application. All students develop an application in the client/server environment.

#### **MCIS 420 Telecommunications and Interfacing (3)**

This course teaches the concepts, principles, and methods of data communication, networking, network topologies, interfacing, the Internet and other public networks, and current networking technologies. This course includes limited hands-on applications.

#### **MISS 340 Principles of Organization and Management (3)**

Considered in this course are elements of managing (planning, organizing, leading and controlling) with particular emphasis upon organizing and actuating responsibility and authority, delegation, decentralization, the role of staff, line-staff relationships, committees, board of directors, organization charting, formal and informal organization, communication, and reaction to change.

#### **MISS 346 Structured Systems Design (3)**

Students study the concepts, principles, techniques, methods, procedures, and documents of software planning, requirements, design, development, and implementation. Included are systematic approaches to software development and software life cycle. Students participate in a major team project which is continued in MISS 446 and culminates in a completed software product at the end of the program.

#### **MISS 347 Computer Programming II (3)**

Students study programming language concepts and constructs, including syntax and semantics, variables, data types, modules, and input/output. The course covers programming applications in a computer programming language.

#### **MISS 348 Database Program Development (3)**

This course introduces students to fundamentals of database management, including database concepts, the database environment, and relational and nonrelational database systems. Also included are designing, building, and using practical databases with fourth generation database software. Students generate user interfaces and reports.

#### **MISS 442 MIS Foundations (3)**

This course comprises an introduction to management information systems, including fundamentals and problem solving with information technologies. Students become acquainted with the computer hardware, software, telecommunications, and database support systems relevant to the field. *Prerequisite: MISS 340*

#### **MISS 443 IT Application and Management (3)**

This course comprises an introduction to information technology (IT) applications and management, including fundamentals and case studies. Students become acquainted with MIS in business and management and learn to approach the management of information technology from the perspective of a changing global environment. *Prerequisite: MISS 442*

#### **MISS 446 Advanced System Management I (3)**

In this course, the student integrates the knowledge and abilities gained in other information systems courses with a comprehensive institution-related project. Enrollment is continuous for three terms.

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

# Department of English

## Faculty

*Chair and Professor: David Esselstrom, Ph.D.*

*Professors: Joseph Bentz, Ph.D.; Nancy Brashear, Ph.D.; Ralph Carlson, Ph.D.; Mark Eaton, Ph.D.; Diana Glycer, Ph.D.; Emily Griesinger, Ph.D.; Christopher Noble, Ph.D.; Sheryl O'Sullivan, Ed.D.*

*Associate Professors: Thomas Allbaugh, Ph.D.; Patricia Andujo, Ph.D.; Eric Drewry, Ph.D.; Andrea Ivanov, Ph.D.; Christine Kern, Ph.D.; Adrien Lowery, Ph.D.*

*Assistant Professor: Sarah Adams, Ph.D.*

## Participating Faculty

*Director of Research and Professor: Carole Lambert, Ph.D.*

*Associate Dean and Professor: Melora G. Vandersluis, Ph.D.*

## Mission

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

## Goals

1. Introduce students to significant works of the literary imagination.
2. Guide student development in language and composition.
3. Encourage attentive reading, deep reflection, cogent writing, and creative expression of all students to glorify God, and serve others.

## Department Overview

English is a fundamental liberal art at a university such as Azusa Pacific. The following four objectives demonstrate the centrality of English to the curriculum: the program certifies the writing skills of all students to be collegiate level and enhances those skills involving research, personal and creative expression, and expository and argumentative modes. It provides literature and film courses that contribute to the cultural experience of students and enriches their enjoyment of literature as an avenue to truth and social comment as well as self-expression. The program offers a balanced selection of courses in writing, film, and literature for students majoring in English, so that their breadth of reading and literary analysis includes the best world literature and the development of critical skills currently practiced by the finest literary critics. The program satisfies professional needs, especially of prospective teachers.

Beyond the three general goals of APU's English curriculum, the following specific outcomes present the department's intention for the course offerings and requirements in general studies and the major:

- Assist students in achieving familiarity with a wide range of texts from varying traditions, cultures, and eras
- Equip students with the critical vocabulary, background, and analytical tools necessary to both appreciate and evaluate literary texts, including film
- Encourage students to understand and apply the heritage of literary criticism and theory
- Help students relate the lessons and values found in literature, film, and literary criticism to contemporary life
- Assist students in acquiring a working familiarity with the history of rhetoric and composition theory, along with linguistic theory and practice
- Ensure that students develop clear, concise, and effective prose styles reflecting the differing purposes for writing both in academia and in society
- Afford students experience with in-class presentations and teaching practices which demonstrate the techniques, methods, and resources required to teach language arts and literature
- Enable students to experience and understand the process of achieving successful writing by providing constructive feedback from diagnosis of initial stages to evaluation of final products

The English major allows students to choose among three concentrations: Literature, Teaching, and Writing. The lower-division requirements and the upper-division core requirements are the same for all concentrations, providing a common foundation in literature, writing, and language for all English majors. The selection of a concentration, and specific courses within that concentration, should be made only upon consultation with an English faculty advisor.

## Career Opportunities

Teaching is still a strong interest of many English majors, but equally valid are career goals in ministry, law, business, medicine, and government services. Communication areas such as advertising, technical writing, editing, publishing, library science, or any field that requires clarity of written expression and the ability to analyze and organize effective responses are valid career opportunities. English majors are encouraged to double major or at least minor in a complementary field, such as business, religion, psychology, or communication, so that their language skills can be applied to a different field of professional employment.

## English Major Core Requirements 24 units

All English majors must complete the lower-division and upper-division core requirements, as well as all requirements for a concentration. All English majors must take at least one literature course from a period prior to the 18<sup>th</sup> century. Courses that meet this requirement include ENGL 222, ENGL 324, and ENGL 344. English majors must maintain a cumulative grade-point average of 2.0 or higher in all courses credited towards their major.

### Lower-Division Core Requirements

**9 units**

ENGL	110	Freshman Writing Seminar*	3
Select one of the following:			
ENGL	111	Introduction to Literature*	3
ENGL	112	Introduction to Literary Analysis*	3
Select one of the following:			
ENGL	222	English Literature Survey to 1789	3
ENGL	232	English Literature Survey since 1789	3

**COLLEGE OF LIBERAL ARTS AND SCIENCES**

**Upper-Division Core Requirements 15 units**

ENGL 402	Principles of Language	3
Select one of the following:		
ENGL 324	World Literature to the Renaissance*	3
ENGL 334	World Literature since the Renaissance*	3
HUM 322	Humanities Seminar II: Literary Masterpieces* (3 units on APU campus, 4 units on High Sierra campus)	3-4
Select one of the following:		
ENGL 344	American Literature to 1865*	3
ENGL 354	American Literature since 1865*	3
Select one of the following writing courses:		
ENGL 301	Creative Writing: Fiction	3
ENGL 302	Creative Writing: Poetry	3
ENGL 303	Creative Writing: Drama and Film	3
ENGL 304	Creative Writing: Creative Nonfiction	3
Select one of the following:		
ENGL 487	Literary Movements^	3
ENGL 488	Significant Authors^	3
ENGL 489	Literary Topics^	3

\*Meets a General Studies Core (or elective) requirement.  
^In recognition of the importance of race, class, ethnicity, and gender in shaping the literary landscape of the 21<sup>st</sup> century, multicultural topics and authors are embedded in courses throughout the literature core. In addition, at least one offering of ENGL 487, ENGL 488, or ENGL 489 each year will focus on multicultural topics and authors, such as Postcolonial and Third World Literature, Significant Authors (African American, Hispanic, Asian American, Native American, Jewish, etc.), and Images of Women in Literature. Contact the department for current course descriptions as topics vary from semester to semester.

**Literature Concentration Required Courses 15 units 6 units**

ENGL 377	Shakespeare***	3
ENGL 480	Contemporary Literary Criticism	3

**Electives 9 units**

ENGL 222	English Literature to 1789^^	3
ENGL 232	English Literature since 1789^^	3
ENGL 311	Film and Literature	3
ENGL 324	World Literature to the Renaissance*/^^	3
ENGL 334	World Literature since the Renaissance*/^^	3
ENGL 344	American Literature to 1865*/^^	3
ENGL 354	American Literature since 1865*/^^	3
ENGL 364	American Ethnic Literature	3
ENGL 410	American Novel	3
ENGL 434	Children's Literature**	3
ENGL 466	British Novel	3
ENGL 486	Topics in Film Analysis	3
ENGL 487	Literary Movements^^^	3
ENGL 488	Significant Authors^^^	3
ENGL 489	Literary Topics^^^	3
ENGL 496	Senior Seminar*	3
ENGL 497	Readings	3
ENGL 498	Directed Research	3
ENGL 499	Thesis/Project	3
HUM 321	Humanities Seminar I: Great Works* (3 units on APU campus, 4 units on High Sierra campus)	3-4

\*Meets a General Studies Core (or elective) requirement.  
\*\*Meets a General Studies Elective requirement.  
\*\*\*Meets the Upper-Division Writing Intensive requirement.  
^^If not taken as part of the English major core requirements  
^^^ENGL 487, ENGL 488, ENGL 489 may be repeated once to fulfill this requirement.

**Writing Concentration 15 units**

Select 15 units from the following:		
ART 120	Introduction to Computer Graphics	3
COMM 302	Rhetorical Theory	3
COMM 450	Public Relations	3
ENGL 301	Creative Writing: Fiction^^	3
ENGL 302	Creative Writing: Poetry^^	3
ENGL 303	Creative Writing: Drama and Film^^	3
ENGL 304	Creative Writing: Creative Nonfiction^^	3
ENGL 360	Technical and Professional Writing	3
ENGL 361	Freelance Magazine Article Writing	3
ENGL 490	Writing Internship^^^	3
JOUR 210	Introduction to Journalism	3
JOUR 311	Editing	3
JOUR 325	Student Publication Workshop	1

^^If not taken as part of the English major core requirements  
^^^While not required, ENGL 490 is strongly recommended for students intending a writing career.

**Teaching Concentration Required Courses 40 units**

ENGL 377	Shakespeare***	3
ENGL 404	Approaches to Grammar	3
ENGL 405	American English Language History	3
ENGL 406	Advanced Composition***	3
ENGL 480	Contemporary Literary Criticism	3

Select one of the following:		
ENGL 222	English Literature Survey to 1789^^	3
ENGL 232	English Literature Survey since 1789^^	3

\*\*\*Meets the Upper-Division Writing Intensive requirement.  
^^Whichever course was not taken as part of the English major core requirements

Select one of the following:		
COMM 112	Oral Interpretation	3
COMM 115	Essentials of Argumentation and Debate	3
COMM 200	Introduction to Mass Communication	3
JOUR 210	Introduction to Journalism	3
TFT 113	Acting Fundamentals	3

**Electives 6 units**  
Two additional courses in English as electives in writing or literature

**Additional Requirements 13 units**

In addition, students must complete field experience by permission or by taking:

EDLS 300	Introduction to Teaching as a Profession, K-12	4
----------	--	---

Students should also complete prerequisites for the professional credential program as follows:

EDLS 405	Diversity in the Classroom***	3
POLI 150	American Government*	3
PSYC 290	Human Growth and Development*	3

\*Meets a General Studies Core (or elective) requirement.  
\*\*\*Meets the Upper-Division Writing Intensive requirement.

**Requirements for the English Minor 24 units**

The lower-division core requirements are the same for minors and majors. Upper-division courses for the minor should be chosen in consultation with an English advisor and total 15 units, of which 3 units may be a 200-level course. English minors must maintain a cumulative grade-point average of 2.0 or higher in all courses credited towards their minor.

## Course Descriptions

### ENGL 099 College Reading and Critical Thinking (2)

Students actively work to develop prerequisite skills needed to handle the reading demands in a college-level setting. This course is also designed to prepare the limited reader with critical reading material representing controversial issues that are commonly the subject of college debate. *This course is required during the first semester for students with SAT I Verbal of 470 and below or ACT Reading at 19 and below. Credit for this course does not count toward graduation.*

### ENGL 100 Basic Writing (3)

This course focuses on the language skills needed to successfully enter ENGL 110 Freshman Writing Seminar. Emphasis on sentences, paragraphs, and expository patterns, combined with individual attention to writing and reading weaknesses, enable the student to understand the writing process – from generating topics to revising for audience and clarity. Students with a verbal SAT I score below 580 (500 on SAT verbal) take a diagnostic test during registration; those scoring high on the diagnostic test are exempt from ENGL 100 and may register for ENGL 110. A diagnostic essay must be passed successfully at the end of the course in order for students to be eligible for ENGL 110 entrance. *Does not meet the general studies requirement for University Skills and Requirements.*

### ENGL 102 Study Skills and Strategies (1)

This course helps students become effective, efficient learners. It covers such topics as learning styles, motivational patterns, time management, test taking, study-reading, and note taking.

### ENGL 110 Freshman Writing Seminar (3)

This course promotes the development of analytical and writing skills through composition of expository essays. Seminar topics addressing issues pertinent to Christian liberal arts vary with instructor. Universal requirements include argumentative and research papers. *Meets the general studies requirement for University Skills and Requirements.*

### ENGL 111 Introduction to Literature (3)

This course is an introduction to fiction, drama, and poetry. *Meets the general studies core requirement in Language and Literature.*

### ENGL 112 Introduction to Literary Analysis (3)

An introduction to English as a discipline with varying fields of specialization, this course instructs students interested in an English major or minor, in the analysis of literary texts through close reading, and in traditional and electronic research skills in the humanities. *Meets the general studies core requirement in Language and Literature.*

### ENGL 211/TFT 211 Introduction to Film (3)

This course is an introduction to film as a narrative and visual medium, emphasizing the terms, methods, and techniques of film analysis. Students view and discuss films in terms of plot structure, character development, themes, genres, and literary sources. Some attention is given to the history of cinema, film criticism and theory, as well as film production from development through distribution.

### ENGL 222 English Literature Survey to 1789 (3)

A chronological study of English literature from the beginning through the neoclassical period is provided in this course.

### ENGL 232 English Literature Survey since 1789 (3)

A chronological study of English literature from the romantic through the modern periods is provided in this course.

### ENGL 301 Creative Writing: Fiction (3)

In a writing workshop, students read, analyze, and write prose fiction, concentrating on plot, character, setting, and theme in the short story and novella formats.

### ENGL 302 Creative Writing: Poetry (3)

Trends in the prior century's English language poetry are surveyed in support of the writing of both an analytical paper and a poetry portfolio that includes traditional and free forms.

### ENGL 303/TFT 303 Creative Writing: Drama and Film (3)

This course examines the art and craft of writing for the stage, film, or television. Students learn to analyze and evaluate their audience, their writing tasks, and their communication goals, and then match these exterior concerns of craft to their interior quest to say something meaningful to themselves and others.

### ENGL 304 Creative Writing: Creative Nonfiction (3)

This course examines the art and technique of creative nonfiction. Students analyze fictional techniques such as plot and characterization, and learn to use them in writing about subjects of their own choosing. Some focus is given to the art of memoir as a literary genre.

### ENGL 311/TFT 311 Film and Literature (3)

This course is an introduction to film and literature as related, though distinct, cultural forms. Students examine the similarities and differences between film and literature, with an emphasis on movies as a narrative and visual medium. Students become familiar with the terms, methods, and techniques of film analysis, and view and discuss films in terms of plot structure, character development, themes, genres, and literary sources. Some attention is given to the history of cinema, film criticism and theory, as well as film production from development through distribution.

### ENGL 324 World Literature to the Renaissance (3)

Students review world literature from Confucius to Dante. *Meets the general studies core requirement in Language and Literature.*

### ENGL 334 World Literature since the Renaissance (3)

Students review world literature from the Renaissance to the 20<sup>th</sup> century, excluding British and American literature. *Meets the general studies core requirement in Language and Literature.*

### ENGL 344 American Literature to 1865 (3)

Major writers and literary movements in America through the Civil War are examined. *Meets the general studies core requirement in Language and Literature.*

### ENGL 354 American Literature since 1865 (3)

Representative writers and major types of American literature since the Civil War are featured. *Meets the general studies core requirement in Language and Literature.*

### ENGL 360 Technical and Professional Writing (3)

This course acquaints students with the writing conventions of the professional and technical communities. It helps students understand writing as an essential analytical and communication tool in the professional world and gives them experience in developing materials and solving problems encountered in that world. *Prerequisite: ENGL 110*

### ENGL 361 Freelance Magazine Article Writing (3)

This course provides training in writing and marketing various types of nonfiction articles in professional magazines. Students gain experience in writing such articles as book reviews, personal experience articles, personal profiles, how-to articles, devotional articles, and human interest features.

### ENGL 364 American Ethnic Literature (3)

Depending on the section and emphasis, students read selections by African American, Asian American, Jewish, Latino/Latina, Native American, and possibly Euro-American writers. Topics may include canon formation, the American Dream, gender, equality, ethnicity, globalization, hybridity, immigration, multiculturalism, pluralism, race, and religion.

### ENGL 377 Shakespeare (3)

Students undertake a representative study of Shakespeare's finest narrative poetry, sonnets, dramas, comedies, histories, tragedies, and romances. *Meets the general studies upper-division writing intensive requirement.*

### ENGL 374 African American Literature (3)

This course examines African American literature from its beginnings in oral tradition to the present. Selected readings vary. Topics to be addressed may include race, class, ethnicity, gender, language, slavery, equality, freedom, folklore, miscegenation, passing, pluralism, religion, segregation, syncretism, canon formation, and more.

### ENGL 402 Principles of Language (3)

This course provides an introductory survey of the nature and use of language: basic speech sounds, syllable structure, word formation, grammar systems, language acquisition and variation, historical aspects of language change, and their relevance to language teachers.



**ENGL 404 Approaches to Grammar (3)**

Traditional and modern analyses of grammar are covered, providing a grounding in the traditional 8 parts of speech and a grounding in the modern 14 lexical categories and their subcategories; a study of phrase, clause, and sentence types; and an overview of transformational and other modern perspectives on grammar and grammar teaching. *Prerequisite: ENGL 402*

**ENGL 405 American English Language History (3)**

A study of the origins and development of the English language within the Indo-European language family, and the growth of American English as a unique and dynamic variety among the several major offshoots of British English, is the focus of this course. *Prerequisites: ENGL 402 and ENGL 404*

**ENGL 406 Advanced Composition (3)**

This course in advanced composition is especially for students contemplating teaching at the elementary or secondary level and of interest to students wanting to learn more about their own writing processes and writing instruction. The course includes direct instruction and practice in writing in various forms, examining various composition theories and practices, and observing and practicing the teaching of composition, all based on the idea that writing is best learned through writing and learning how to teach it. *Meets the general studies upper-division writing intensive requirement.*

**ENGL 410 American Novel (3)**

Students engage in extensive reading and analysis of selected romances and novels from 1800 to the present. This course traces the development of the genre in its American form and content. *Meets the general studies elective requirement.*

**ENGL 434 Children's Literature (3)**

Literature, classical as well as contemporary, interesting to children through adolescence and of value to all who work with children either professionally or as parents, is covered in this course. *Meets the general studies elective requirement.*

**ENGL 435 Social and Psychological Aspects of Language (3)**

Students engage in a study of cognitive and social aspects of language affecting acquisition and use; comprehension and use of sentences; language memory and production; political and social implications of language; social roles, bilingualism, codes, and code switching; and language planning.

**ENGL 436 Adolescent Literature (3)**

This course is a study of literature for adolescent readers, traditionally those in the teen years. It aims to acquaint the student with both popular and enduring works, and provides close critical reading of both. Criticisms of adolescent literature, as well as classroom applications for the works, are included in the class. The course is an upper-division elective in English, and of particular use to students planning to teach. *Prerequisite: ENGL 110 and either ENGL 111 or ENGL 112*

**ENGL 466 British Novel (3)**

Students explore the origins and development of British fiction, reading representative novels from the 18<sup>th</sup> century to the present.

**ENGL 480 Contemporary Literary Criticism (3)**

This course explores theories about literature and critical approaches to literature. The testing of theories and the working out of the critical approaches occur through studying excerpts from selected works of literature. This course may be interesting not only to English majors, but also to students of philosophy, theology, and history, for what one learns about critical approaches to a literary text can be applied to all texts.

**ENGL 486/TFT 486 Topics in Film Analysis (3)**

This course examines the terms, methods, and techniques of film analysis in the context of a special topic that varies each semester depending on the instructor (e.g., Film Noir, Images of Women in Film, Shakespeare on Film, The Western). Emphasis is on formal analysis of film language, with consideration of other critical approaches to film.

**ENGL 487 Literary Movements (3)**

Students in this course study the literary texts, historical contexts, and critical debates of a significant literary period or movement. Course content may include exploration of corresponding cultural phenomena such as visual and performing arts, music, and film. Possible periods include Romantic, Postmodern, Classical, and Medieval. Selection varies depending on student interest and faculty availability.

**ENGL 488 Significant Authors (3)**

Students in this course undertake intensive study of one, two, or three major authors. Possible authors include Chaucer, Dickinson, Austen and Woolf, C. S. Lewis, Tolstoy and Dostoevsky, and Mark Twain among others. Selection varies depending on student interest and faculty availability.

**ENGL 489 Literary Topics (3)**

Students in this course study literary topics and genres in English, American, and world literature. Possible topics include images of women in literature, religious autobiography, science fiction, and literature of the American West, among others. Selection varies depending on student interest and faculty availability.

**ENGL 490 Writing Internship (3)**

This course provides practical application of the writing skills learned in the classroom. Internships are arranged individually for the students and supervised directly by the instructor. Experiences may include working for publishers, magazines, public relations firms, and other organizations in which writing is emphasized. Enrollment is contingent upon department approval. *Meets the general studies upper-division writing intensive requirement.*

**ENGL 496 Senior Seminar: English and the Professions (3)**

This course is designed to help students integrate their Christian faith and values with their private and public lives as professionals in the careers established for the English major, such as teaching, ministry, law, business, medicine, government service, and library science. The assigned readings, class discussions, and required essays and thesis aid in the process of integration. *Meets the general studies senior seminar requirement. Prerequisites: senior standing; completion of the majority of the units required for God's Word and the Christian Response; completion of the majority of coursework in the English major; and upper-division writing intensive course*

**ENGL 497 Readings (1-4)**

Consists of a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

**ENGL 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

**ENGL 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing*

**Humanities**

**HUM 222/322 Humanities Seminar II: Literary Masterpieces (3, 4)**

This course offers a study of selected literary texts from a variety of cultures and genres in a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. On the APU campus, this is a three-unit course. At the High Sierra site, it is worth four units and is to be taken with one or more other Humanities Seminar(s). HUM 222 and HUM 322 may not be taken concurrently, and additional work is required in HUM 322. This course may be repeated once for credit as the topic varies. *Meets the general studies core requirement in Language and Literature.*

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

# Department of Global Studies, Sociology, and TESOL

## Faculty

*Chair and Professor: Richard Robison, Ph.D.*

*Professors: Richard Christopherson, Ph.D.; Paul Hertig, Ph.D.;  
Richard Slimbach, Ph.D.*

*Associate Professors: David Miyahara, Ph.D.; Carrie Peirce, Ph.D.;  
Mary Wong, Ph.D.*

*Lecturers (part time): Gregory Baugh, M.A.; Sarita Gallagher, M.A.;  
Young Lee Hertig, Ph.D.; Daniel Hodge, Ph.D.; Sandra Lambert, Ed.D.;  
Joanita Paulrajan, M.A.; Teresa Ubovich, M.A.*

## Department Overview

The Department of Global Studies, Sociology, and TESOL supports two majors: global studies and sociology; and three minors: global studies, sociology, and TESOL (Teaching English to Speakers of Other Languages). A description of each program follows.

### Global Studies Introduction

The global studies major offers a framework of study for students interested in the interrelations of peoples and nations. These relationships are diverse and complex, operate at different levels (economic, social, religious, intellectual, political, and environmental), and transcend political boundaries and geographical distance. Consequently, students in the major are able to explore global issues from a broader perspective than in traditional majors.

All students majoring or minoring in global studies must maintain a minimum cumulative GPA of 2.0 in all university coursework.

### Mission

The mission of the global studies program is to attract and develop an exceptional group of world learners through a unique combination of individualized mentoring, multidisciplinary coursework, intercultural field experiences, and compassionate action. The aim is to form students with the global knowledge, intercultural grace, practical learning skills, and moral imaginativeness to support vocations dedicated to promoting God's truth and justice in the world.

### Learning Outcomes

1. **Global awareness:** Students articulate an understanding of the interconnections (social, economic, environmental) of the world community, along with the global conditions and systems that affect the well-being of human communities and ecosystems.
2. **Multidisciplinary understanding:** Students demonstrate the use of various disciplinary perspectives and tools in identifying and analyzing the chains of cause and effect in relation to complex global problems and to imagine alternative ways of addressing them.
3. **Perspective taking:** Students demonstrate the ability to constantly question the source of one's cultural assumptions and ethical judgments, leading to the habit of seeing things through the eyes of others.

4. **Transcultural identity:** Students demonstrate the ability to transcend exclusive identification with one's cultural and national group in order to attach concern to all people equally, regardless of their nationality, race, or religion.
5. **Moral-spiritual intelligence:** Students evidence the personal "heart" quality of empathy, inquisitiveness, initiative, flexibility, humility, sincerity, gentleness, justice, and joy within specific intercultural contexts.
6. **Ethical commitments:** Students evidence the willingness to take a level of personal responsibility for conditions that negatively affect the Earth and its inhabitants, and the confidence that they can arrest and reverse these conditions.
7. **World learning:** Students demonstrate the ability to discover relevant local knowledge on issues of global significance through systematic observation, active listening, field-note writing, and structured reflection.
8. **Language development:** Students demonstrate the ability to communicate in a foreign language with appropriate body language and socio-cultural etiquette.
9. **Collaborative involvement:** Students demonstrate the ability to apply cultural knowledge and practical skills in field projects that address community issues in partnership with local residents.
10. **Lifestyle change:** Students identify their moral obligations in relation to the wider world and alter their lifestyle in order to "do justly" on a personal level.
11. **Faith integration:** Students demonstrate an introductory ability to apply biblical insights to an interpretation of and response to human differences and various social problems.

### Career Opportunities

The major is appropriate for students wishing to pursue careers in world missions, community development, international business, urban policy studies, bilingual and/or multicultural education, public or foreign service, or language education (e.g., TESOL), and provides a particularly valuable foundation for specialized graduate study. The employment market for individuals with foreign language competence, cross-cultural skills, and knowledge of the world is expanding rapidly.

### The Curriculum

The global studies major at Azusa Pacific is much more than a traditional list of courses to complete. It is a dynamic, unfolding, and individualized set of learning experiences – some occurring within a formal classroom environment and others within informal field settings. These experiences are organized into the following six phases.

#### Phase 1: An Individualized Learning Plan

Students entering the global studies major are assigned a faculty advisor who serves as a resource guide and friend. The advisor assists the student in developing an individualized learning plan, choosing electives, and ensuring that general studies requirements are met. During this phase, students learn about themselves – their interests, gifts, and life calling – by sampling the liberal arts, mixing with peers, relating to faculty mentors, and engaging in intercultural learning activities.

#### Phase 2: Multidisciplinary Coursework

During their freshman and sophomore years, students may enroll in a variety of required and elective courses in the major. Students complete courses surveying the history, social life, politics, and cultural systems of world civilizations. The aim is to contribute multidisciplinary perspectives to students' understanding of the world while enabling them to develop intercultural relationships in the

## COLLEGE OF LIBERAL ARTS AND SCIENCES

immediate communities surrounding the APU campus. This phase helps build an important conceptual, campus-based foundation for the more experiential, community-based learning that will take place both in Los Angeles and abroad.

### Phase 3: Los Angeles Term

During the spring semester of their sophomore year or the fall semester of their junior year, majors enroll in a residential urban study and service program in central Los Angeles. Here students learn to “think locally” by being immersed in the life of the world’s most ethnically diverse city. Students complete 15 units of coursework that includes GLBL 315 Urban Explorations (3), GLBL 345 Urban Religious Movements (3), GLBL 330 Community Organization and Social Change (6), and SOC 359 Immigrant L.A. (3). Learning activities include living with culturally different families, collaborative research projects, supervised community internships, interdisciplinary reading, prayer, and biblical reflection.

### Phase 4: Pre-Global Learning Term Preparation

By the spring semester of their junior year, students select a particular “focus” (region, nation, city, or people) of the world for in-depth study. The student enrolls in GLBL 305 Peoples and Places (3) and HIST 210 World Geography (3). The Peoples and Places seminar prepares students for their Global Learning Term (GLT) by surveying the major trends and problems of the “Third World,” researching materials, and developing individual learning contracts for the GLT courses in which they will enroll. The World Geography course enables them to do extensive area study on the place to which they will be traveling. Students also take GLBL 320 Global Engagement in the 21<sup>st</sup> Century (3) prompting them to ask new scriptural questions in light of their urban experience while examining a range of global concerns that might be addressed through their Global Learning Term.

### Phase 5: Global Learning Term

Students have now completed the preparatory work (Phases 3-4) for their study and service term abroad. During the summer session of their junior year and/or the fall session of their senior year, students enroll in three required courses: GLBL 350 Global Study Project (3), GLBL 335 International Internship (3-6), and GLBL 325 Family Organization (2); and one or both elective courses: GLBL 340 Community Life (3) and GLBL 300 Self-Directed Language Learning (3). They carry out their study and service projects under the combined direction of a faculty advisor and in-field guides. (This requirement may be adjusted in the case of international students.) The projects immerse students in a country, culture, or city significantly different from their own for a long enough time (at least four months) to maximize involvement in the host culture, with adequate support to ensure successful management of stress. The aim is to provide each student with the necessary contrasts during their study and research to critically examine their faith, politics, culture, and identity.

Before leaving, students formulate learning contracts which describe their proposed study and service in terms of the main objectives, learning activities, and evaluation procedures. Students typically find that the impact of their experience is in direct proportion to the quality of the preparation that precedes the sojourn abroad, and the degree to which students interact directly and intensively with the host people and culture.

During their Global Learning Term, global studies majors and minors remain registered at APU and may potentially earn the same amount of credit as they would have earned for full-time study on campus.

### Phase 6: Re-Integration Seminar/Senior Presentation

The culmination of the global studies major is an analysis and presentation of students’ field learning in the form of two courses and a final evaluation. Students enroll in a special re-entry seminar, GLBL 420 Intercultural Analysis (3 units), within one semester of returning to campus. The course provides an extended period of time for consciously reflecting upon, reinterpreting, and organizing field learning. They concurrently enroll in GLBL 496 Senior Seminar: Global Issues and Prospects (3), in which they prepare and present a senior thesis which seeks to interpret a range of global issues in light of the Kingdom of God.

The final evaluation marks the official end of the program. Students reflect on and project future plans for continuing study, research, service, and employment. They also assess the impact of the program on their personal and vocational lives and recommend to the faculty changes to the program.

All global studies majors complete 48 units of required coursework. Because several courses in the major also satisfy general studies requirements, many students find they have space left to augment their program with available electives. Some (like Community Life) are only available during the GLT. Other on-campus courses (like the minor in English language teaching) are designed to help students acquire practical service skills.

### Requirements for the Global Studies Major 48 units

On-Campus Coursework			24 units
GLBL	301	Anthropology for Everyday Life**/**	3
GLBL	305	Peoples and Places	3
GLBL	320	Global Engagement in the 21 <sup>st</sup> Century	3
GLBL	365	Women and Globalization	3
GLBL	420	Intercultural Analysis	3
GLBL	496	Senior Seminar: Global Issues and Prospects*	3
HIST	210	World Geography	3
Select one of the following:			
POLI	320	Comparative Politics	3
POLI	390	History and Politics of the Non Western World	3

### Los Angeles Term 15 units

GLBL	315	Urban Explorations	3
GLBL	330	Community Organization and Social Change	6
GLBL	345	Urban Religious Movements	3
SOC	359	Immigrant L.A.	3

### Global Learning Term Coursework Required 9 units minimum

GLBL	325	Family Organization	3
GLBL	335	International Internship	3-6
GLBL	350	Global Study Project	3

### Global Studies Electives

GLBL	300	Self-Directed Language Learning	3
GLBL	340	Community Life	3

### Other Recommended Electives

ECON	371	Comparative Economics	3
GLBL	310	Intercultural Communications**	3
HIST	121	World Civilizations since 1648*	3
SOC	120	Introduction to Sociology*	3
SOC	358	Human Diversity**	3
SOC	471	Qualitative Social Research***	3
SOCW	400	Grant and Proposal Writing	3
THEO	480	Theologies of Liberation	3

\*Meets a General Studies Core (or elective) requirement.

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

**Requirements for the Global Studies Minor 27 units**

The 27-unit global studies minor is a multidisciplinary program that adds an international and intercultural emphasis and practical field application to any student’s major course of study. The program provides students with varied opportunities to acquire the perspectives, values, and skills needed to understand and compassionately serve others in today’s world. Students work closely with advisors in both their major and minor fields in organizing on-camps study and crafting an individualized off-campus study and service term. Program requirements include:

- An exploration of world cultures in terms of their location and distribution of their physical and cultural features, and the interrelation of these features as they affect humans:

HIST	210	World Geography	3
POLI	320	Comparative Politics	3

The cultivation of self-awareness, together with intercultural learning and cultural analysis skills, within a vision of Christian mission to the world:

GLBL	301	Anthropology for Everyday Life**/**	3
------	-----	-------------------------------------	---

A program of structured field study that includes a culturally different family homestay, a community internship, and direct investigation of consequential social issues; followed by the organization, evaluation, and presentation of learning acquired during L.A. Term or Global Learning Term:

Los Angeles Term	(See above for details.)		15
GLBL	320	Global Engagement in the 21 <sup>st</sup> Century	3
<b>– or –</b>			
GLBL	305	Peoples and Places	3
Global Learning Term	(See above for details.)		12
GLBL	420	Intercultural Analysis	3

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

**Sociology Introduction**

Sociology is the study of social life and the social causes and consequences of human behavior. The subject matter of sociology ranges from the intimate family to the hostile mob, from crime to religion, and from the divisions of race and social class to the shared beliefs of a common culture. In fact, few fields have such a broad scope and relevance.

Both academic sociology and Christian faith offer perspectives on human behavior and social life—partner perspectives in a dialogue meant to express a more complete and unified picture of the truth about social reality and human experience. Biblical insights and values clarify understanding of sociology, and sociology in turn teaches more about Christian faith.

“Christian sociology” provides an intellectual and spiritual foundation for both personal development and service. Self-understanding comes from discovering connections with other people. It is through interaction in families, schools, churches, and communities that individuals develop as persons, and it is this mutual dependence that forms the basis for moral life. The heart for service, an important outcome of dependence on God and relationships with others, is practically manifested and modeled as God’s love through the actions of those who serve.

**Mission**

In keeping with the principles of liberal arts education, the mission of the sociology program is to lead students in exploring the relationships between individuals, groups, social institutions, and culture; to facilitate the development of skills necessary for the study and critical analysis of these relationships from the perspective of Christian faith; and to develop a community of scholars who have a solid grasp of social theory and research who are prepared to systematically confront social problems and enact change at all levels of society.

**Learning Outcomes**

1. Students understand and evaluate social research and develop well-designed research projects.
2. Students recognize the influence of race, class, and gender on human behavior and social conditions.
3. Students articulate the role of social institutions—family, religion, and government—in shaping social life and identity.
4. Students utilize the comparative and historical perspective to evaluate the effects of the social context on cultural beliefs, values, attitudes, and practices.
5. Students gain a sociological perspective on human behavior and the social order including social structures and institutional practices that empowers them to act in response to the scriptural mandate to work for peace and justice.
6. Students describe their sociological education and the development of a sociological imagination in relation to Christian faith and life.

**Career Opportunities**

A strong liberal arts major, sociology provides several options for students who complete their B.A. degree.

- A B.A. in sociology is excellent preparation for future graduate work in sociology in order to become a professor, researcher, or applied sociologist.
- The undergraduate degree provides a strong liberal arts preparation for entry-level positions throughout the education, business, social service, and government arenas. Employers look for people with the skills that an undergraduate education in sociology provides.
- Sociology offers valuable preparation for careers in ministry, teaching, journalism, politics, public relations, business, criminal justice, or public administration—fields that involve investigative skills and working with diverse groups.
- Many students choose sociology because they see it as a broad liberal arts base for professions such as law, education, medicine, social work, and counseling. Sociology provides a rich fund of knowledge that directly pertains to each of these fields.

**Requirements for the Sociology Major 39 units**

A total of 39 units is required for the major. A minimum grade-point average of 2.0 is required in these courses.

**Core Requirements 12 units**

Required courses should be taken in the following sequence:

SOC	120	Introduction to Sociology*	3
SOC	298	Basic Sociological Theory	3
PSYC	299	Applied Statistics	3

Select one of the following:

SOC	471	Qualitative Social Research Methods***	3
SOC	472	Quantitative Social Research Methods	3

\*\*\*Meets the Upper-Division Writing Intensive requirement.

**Elective Courses 27 units**

Selected courses from this list complete the required 39 units for a sociology major.

SOC	225	Contemporary Social Problems	3
SOC	230	Comparative Family Systems*	3
SOC	358	Human Diversity**	3
SOC	359	Immigrant L.A.	3
SOC	360	Sociology of Religion	3
SOC	404	Community	3
SOC	405	Women and Men in Society	3
SOC	455	Crime and Delinquency	3
SOC	464	Social Stratification	3

## COLLEGE OF LIBERAL ARTS AND SCIENCES

SOC	496	Senior Seminar: Faith and Social Issues*	3
SOC	497	Readings in Sociology	1-4
GLBL	301	Anthropology for Everyday Life**/**	3
GLBL	345	Urban Religious Movements	3
PHIL	340	Concepts of Human Nature**/**	3
PSYC	425	Social Psychology	3

### Requirements for the Sociology Minor 21 units

<b>Core Requirements</b>			<b>6 units</b>
SOC	120	Introduction to Sociology*	3
SOC	298	Basic Sociological Theory	3

### Sociology Electives 15 units

Select electives for the sociology minor from the list of sociology major elective courses. In addition, electives for the minor include PSYC 299, SOC 471, and SOC 472.

\*Meets a General Studies Core (or elective) requirement.

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

## TESOL Programs

The Master of Arts in Teaching English to Speakers of Other Languages (TESOL) and the TESOL Certificate Program are described in the Graduate Catalog.

### Undergraduate TESOL Minor

The undergraduate minor in TESOL is especially suited to students majoring in English, global studies, Spanish, or liberal studies (education), but is open to all students. Upon completion of the minor, students are awarded an Undergraduate TESOL Certificate. The TESOL minor:

- Prepares students to teach English as a second language in public adult schools, private language schools, and in developing countries.
- Prepares students for service in the U.S. among refugees, immigrants, and international students, and also for mission opportunities abroad.
- Prepares students to pursue graduate studies in TESOL or applied linguistics. TESOL minors who pursue graduate studies in TESOL at APU will already have completed two of the required courses for the M.A. in TESOL.
- Enhances students' prospects for employment or acceptance in a graduate program, including their chances of obtaining a teaching assistantship at a university. In particular, students with the minor are prepared for the California Designated Subject (ESL) Adult Education Teaching Credential.
- Facilitates the development of public speaking and general classroom management skills.

### Requirements for the TESOL Minor 21 units

<b>Required Courses</b>			<b>18 units</b>
ENGL	402	Principles of Language	3
ENGL	404	Approaches to Grammar	3
ENGL	406	Advanced Composition***	3
TESL	456	Teaching Practicum	3
TESL	545	Second-Language Pedagogy I^	3

Select one of the following:

ENGL	435	Social and Psychological Aspects of Language	3
TESL	505	Second Language Acquisition^	3

### Elective Course 3 units

Select one of the following electives:

ENGL	405	American English Language History	3
GLBL	310	Intercultural Communication**	3

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

^Senior standing required.

### Additional Requirements

1. Approval must be obtained from the department chair of the student's major in order to take TESL 505 and TESL 545.
2. Students must achieve at least a 2.0 grade-point average in the seven courses.
3. Students intending to obtain a Designated Subject Adult Education Teaching Credential should also enroll in POLI 150 American Government.

## Course Descriptions

### Global Studies

#### GLBL 300 Self-Directed Language Learning (3)

The course provides an individually tailored, community-based program for developing proficiency in a foreign language. Emphasis is placed on intensive listening and speaking practice to facilitate full participation in family, study, research, and service activities in a foreign culture. This option is offered only for language courses not taught on campus or for participants of the Global Learning Term Program.

#### GLBL 301 Anthropology for Everyday Life (3)

The course enables students to encounter and understand human differences within local communities through the combined study of topics in applied anthropology and the development of cross-cultural relationships. Insights are also drawn from sociology, intercultural communication, and missiology. *Meets the general studies elective requirements and upper-division writing intensive requirement.*

#### GLBL 305 Peoples and Places (3)

This seminar prepares students for their Global Learning Term or other study-abroad experiences through focused area study via a combination of library searches, directed reading, and learning contract development.

#### GLBL 310/COMM 310 Intercultural Communication (3)

The course explores the dynamic processes of establishing a relationship between culturally diverse individuals. Respecting divergent cultural patterns is promoted, but not at the expense of neglecting the consideration of salient spiritual, moral, and ethical issues involved in intercultural communication. *Meets the general studies elective requirement.*

#### GLBL 315 Urban Explorations (3)

This course connects students with the urban processes, peoples, problems, and prospects of greater Los Angeles. It promotes the understanding of urban systems in historical context, the application of global perspectives, and the collaborative exploration of solutions. *Course is available only through the L.A. Term Program.*

#### GLBL 320 Global Engagement in the 21<sup>st</sup> Century (3)

This course studies contemporary global issues and draws extensively from social documentaries (DVDs), biblical texts, students' intercultural experiences, and contemporary models of community-based engagement. *Prerequisite: Participation in L.A. Term or consent of instructor*

#### GLBL 325 Family Organization (3)

Students immerse themselves in the daily life of host families and communities in cross-cultural settings where they explore unfamiliar assumptions and norms of behavior as the basis for composing a family ethnography. *Course is only available through the Global Learning Program. Prerequisite: GLBL 305*

**GLBL 330/SOCW 335 Community Organization and Social Change (6)**

The course helps students understand the organization of urban, multicultural communities, while engaged in service learning activities in grassroots and nonprofit organizations. Included are methods of practice used to mobilize people to collective action to solve their own problems, form ongoing organizations that enhance their power to meet their own needs, and develop resources where needed. Emphasis is on work with diverse human populations and the importance of evaluation in practice. The course involves students in the formal and experiential study of select areas in central Los Angeles through a combination of directed reading, reflective papers, macro-practice activities, a service practicum, and group discussions. *Course is available only through the L.A. Term Program.*

**GLBL 335 International Internship (3-6)**

This integrated internship/study experience within another culture improves students' intercultural values and skills, provides them with new knowledge, and guides them in making a tangible contribution to social change. Students serve within a community organization or development project (e.g., in a government institute, hospital, orphanage, school, clinic, or church) for a minimum of two months. *Course is only available through the Global Learning Program.*

**GLBL 340 Community Life (3)**

This field seminar helps students learn how to learn another culture. Students explore several topics (e.g., art, schooling, group relations, music, folklore, politics, etc.) of a chosen country, city, or people through observation and discovery, local event participation, informant interviews, problem solving, and journal keeping. *Course is only available through the Global Learning Program.*

**GLBL 345 Urban Religious Movements (3)**

This course contains a survey of religious movements in Los Angeles, including Islam, Hinduism, Buddhism, Orthodox Christianity, Judaism, and New Age. Emphasis is placed on the vernacular character of their faith, embodied and expressed in the beliefs, attitudes, practices, and rituals of their specific social and cultural situations. Learning activities include participant-observation at religious services, informant interviewing, directed reading, and group discussion. *Course is available only through the L.A. Term Program.*

**GLBL 350 Global Study Project (3)**

Students carry out individualized study/research projects on topics of particular concern and interest to them under the combined direction of an APU advisor and an on-site guide. *Course is only available through the Global Learning Program.*

**GLBL 355 Principles and Practice of Community Engagement (3)**

This course introduces students to foundations and principles of community development. With in-class learning from real-world case materials, principles are explored and applied in practice during a three-four week service-learning field project/internship with a local non-governmental organization (NGO) or development organization that addresses community need(s). *This course is offered only in international programs.*

**GLBL 365 Women and Globalization (3)**

This course critically examines the relationship between women and globalization. Globalization is analyzed from an historical perspective focusing on its antecedents in capitalism and modernity. While drawing from the fields of economics, history and political science, this class examines the intersection of women and globalization primarily from an anthropological and global perspective. Topics to be read, discussed, and analyzed include capitalism, globalization, development, transnational migration, labor, media, the environment, and religion.

**GLBL 399 Global Seminar (3)**

This is a short-term, collaboratively led study and service seminar focused on a vital global issue in an international setting. The course enlightens learners' disciplinary perspectives, develops their intercultural competence, and strengthens their commitment to serve "the least, the last, and the lost" throughout their lives. Includes three on-campus class sessions prior to a 10-day field seminar.

**GLBL 420 Intercultural Analysis (3)**

This course provides a structured opportunity for study abroad returnees to consciously reflect upon, reinterpret, and exchange insights concerning their cross-cultural field experiences while evaluating changes in themselves and the world they inhabit. *Prerequisite: Participation in Global Learning Term or consent of instructor*

**GLBL 496 Senior Seminar: Global Issues and Prospects (3)**

Major global issues and trends are examined so as to frame possible Christian social interventions in response to some of the moral and ethical challenges of today. Students prepare and present a formal project report. *Meets the general studies senior seminar requirement. Prerequisites: senior standing; GLBL 301 or instructor permission; completion of the majority of the units required for God's Word and the Christian Response; and completion of the majority of coursework in the major and upper-division writing intensive course*

**GLBL 497 Readings (1-4)**

Consists of a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class. May be repeated for credit.*

**GLBL 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. May be repeated for credit. Prerequisite: junior or senior standing*

**GLBL 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no less than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, or artistic creation of a material form. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. May be repeated for credit. Prerequisites: upper-division writing intensive course completed or instructor's permission, and junior or senior standing*

**Sociology**

**SOC 120 Introduction to Sociology (3)**

This course focuses on the origins and development of sociology as a response to pressing social problems. It emphasizes mastery of sociological terminology. *Meets the general studies core requirement in Identity and Relationships.*

**SOC 225 Contemporary Social Problems (3)**

The complex social problems faced by people in a changing technological society are studied. Institutions, attempts to find solutions, and exploration of alternatives are emphasized.

**SOC 230 Comparative Family Systems (3)**

This course compares traditional family patterns with the new options available to men and women, both as individuals and partners. It focuses on the changing roles of men and women inside and outside of marriage, the challenge of the two-career family, and the search for the family's place as an integral part of society. *Meets the general studies core requirement in Identity and Relationships.*

**SOC 298 Basic Sociological Theory (3)**

The function of theory and the contributions to modern sociological thought by the principle sociologists of the 19<sup>th</sup> and 20<sup>th</sup> centuries are considered. The application of theory to contemporary social concerns is investigated. *Prerequisite: SOC 120*

**SOC 358 Human Diversity (3)**

Students examine diversity in a pluralistic society, with a focus on groups that have been assigned subordinate positions because of race, religion, country of origin, disability, age, language, or gender. The nature of prejudice and issues related to discrimination and oppression are explored. *Meets the general studies elective requirement.*

**SOC 359 Immigrant L.A. (3)**

This course focuses on the social dimensions of immigration into Southern California. "Likeness" and "otherness" are examined in relation to race/ethnicity, transnationality, global inequality, and citizenship. Macrosocial and economic forces, along with governmental policies are analyzed and critiqued. In-depth stories of immigrants and various site visits contribute to students' experiential learning on the subject.

**SOC 360 Sociology of Religion (3)**

This course offers an objective analysis of interrelations between religious phenomena and social institutions, structures, and behavior. There is special emphasis on the distinction between church and sect, religious and social stratification, secularization, science and religion, and religious movements.

**SOC 404 Community (3)**

Students examine the various ways people organize themselves into communities and develop means of governance. This course explores the impact of the community on people, the ways power is used and misused, social conflict, social change, and the need for social involvement. A wide variety of communities are examined: rural, urban, village, metropolis, Utopian communities, communes, planned cities, and new towns. Cultural and national differences in the development of communities are assessed.

**SOC 405 Women and Men in Society (3)**

This course is an investigation of gender and sex roles, primarily in American culture and society. The course explores the ways in which society shapes notions of what it means to be a "woman" and a "man" by examining the theories and research on how people define themselves and interact with others in a variety of contexts (family, personal relationship, work, health, religion, etc.), and by exploring the sociological implications of cultural definitions of femininity and masculinity as seen through various racial, historical, economic, and sexualized perspectives. *Prerequisite: junior or senior standing*

**SOC 455 Crime and Delinquency (3)**

This course explores the dimensions and nature of both traditional crime and criminality and the newly recognized forms of crime which exist within contemporary society. The criminal's relationship to the courts, police, and other penal agencies is the focus of attention.

**SOC 464 Social Stratification (3)**

Theories and research in social stratification are the focus of this course. Topics covered include role, status, structure of differential rankings in society, criteria for ranking, functions and dysfunction, correlates of class positions, social change, and social mobility.

**SOC 471 Qualitative Social Research Methods (3)**

This basic course in social scientific research focuses on qualitative methods. Students gain experience with participant observation, intensive interviewing, and other field methods. Qualitative research design, data collection, data analysis, and research report writing are covered. *Meets the general studies Upper-Division Writing Intensive requirement. Prerequisite: PSYC 299*

**SOC 472 Quantitative Social Research Methods (3)**

This basic course in social scientific research focuses on quantitative methods. Students gain experience with survey research, content analysis, and other statistical methods. Quantitative research design, data collection, data analysis, and research report writing are covered. *Prerequisite: PSYC 299*

**SOC 496 Senior Seminar: Faith and Social Issues (3)**

Students investigate the impact of modernity on family life, work, religion, politics, and the arts, and consider questions such as: How can people create and preserve a morally coherent life in a society that is pluralistic, secular, and privatized? What difference does Christian faith make in the way people understand the world, and in determining how people ought to live? *Meets the general studies senior seminar requirement. Prerequisites: senior standing; completion of the majority of the units required for God's Word and the Christian Response; completion of the majority of coursework in the major; and upper-division writing intensive course*

**SOC 497 Readings (1-4)**

Consists of a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class. May be repeated for credit.*

**TESOL**

**TESL 101 English for Academic Purposes I (4)**

This is an advanced level English language course designed to prepare international students for the cultural and academic realm of speaking and listening at an undergraduate level in an American university. Students put into practice the communication skills used at an American university by getting involved in and observing social contexts in and around the university campus and by emulating and discussing in class many of the situations in which these skills take place. In addition, students will examine American values which influence and determine the use of listening and speaking for communication in American culture. *For international students only; to be taken concurrently with TESL 102.*

**TESL 102 English for Academic Purposes II (4)**

This is an advanced level English language course designed for students who speak English as a second language. Emphasis is placed on reading and writing skills used within academic settings. These skills include interacting with a text, reading for information, paraphrasing, summarizing, expressing an opinion, writing essays, and documenting papers using academic citations. *For international students only; to be taken concurrently with TESL 101.*

**TESL 456 Teaching Practicum (3)**

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

**TESL 505 Second Language Acquisition (3)**

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

**TESL 545 Second-Language Pedagogy I (3)**

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

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

# Department of History and Political Science

## Faculty

*Chair and Professor: Daniel C. Palm, Ph.D.*

*Professors: Christopher Flannery, Ph.D.; Bryan Lamkin, Ph.D.; Jennifer Walsh, Ph.D.; David Weeks, Ph.D.*

*Associate Professors: Brad Hale, Ph.D.; Edmund Mazza, Ph.D.*

*Assistant Professors: David Lambert, Ph.D., MBA; Kurt Werthmuller, Ph.D.*

*Lecturers (part time): Michael Hestrin, Douglas Hume, Steve Nelson, Brian Plummer, Jonathon Pyles, Aaron Rietkerk, Abbylin Sellers, Kevin Walker*

## Department Mission Statement

The Department of History and Political Science at Azusa Pacific University 1) offers undergraduate degree programs in political science, history, and social science, and a single-subject waiver for a teaching credential in social science; 2) provides general education in history and political science courses consistent with the outcomes of a liberal arts education; and 3) prepares students for graduate study, law school, or success in their chosen careers.

## Department Overview

This department offers majors in history, political science, and social science. Within the political science major are four optional concentrations: ethics and politics, international relations, American politics, and prelaw. Many courses in the department emphasize the reading of classic texts or the study of primary sources. All courses offered in the department are within the College of Liberal Arts and Sciences and designed to contribute to a Christian liberal arts education.

The department's three majors strive to:

- Develop intellectual curiosity.
- Equip students with the abilities to write and speak well, think critically, and judge wisely.
- Enable students to distinguish justice from injustice.
- Teach students the legitimate purposes and necessary limits of political power.
- Provide students historical perspective for making judgments in the present.
- Instruct students in human possibilities and limits.
- Prepare students for careers calling for clear cogent reasoning.
- Familiarize student with other cultures and times.
- Make available to students the knowledge that is needed by citizens and statesmen.
- Prepare students to teach various social science disciplines.

To graduate as department majors and minors, students must maintain at least a 2.0 grade-point average in major courses.

Students who want to earn up to 16 units in their major through the Azusa Oxford Semester or the American Studies Program in Washington, DC, may do so by arrangement with the Department of History and Political Science.

## Goals

The History and Political Science Program prepares students who:

- Demonstrate proficiency in spoken and written English appropriate to college graduate level.

## Political science

- Demonstrate the civic literacy and articulate the responsibilities required of citizens in a democratic republic.
- Articulate a Christian understanding of politics.
- Explain the principles, purposes, and main features of American government.
- Analyze the writing of major thinkers in the history of political philosophy.
- a) Describe and analyze the main features of contemporary international relations; or b) Compare the political systems of several contemporary nations; or c) Give an account of the history of American foreign affairs.

## History

- Demonstrate a knowledge of primary and secondary historical source material.
- Articulate a Christian worldview of history.
- Demonstrate an understanding of historians/historiography.
- Explain the principles, purposes, and main features of historical inquiry.
- Demonstrate an understanding of geography.
- Analyze the writing of major thinkers in world history and American history.
- a) Describe and analyze the main features of major world civilizations before/after 1648; or b) Give an account of American history before/after 1865.

## Social science

- Demonstrate the civic literacy and articulate the responsibilities required of citizens in a democratic republic.
- Articulate a Christian understanding of politics or relate Christianity to questions of history and politics.
- Explain the principles, purposes, and main features of American government.
- Explain the broad themes and significant events in U.S. and California history.
- Describe and discuss significant events in world history and their relation to current world events.



## History

### Introduction

History is the study of the human record of the human past. As an academic discipline, history is comprehensive insofar as it records and explains the development, causes, and effects over time of all other disciplines. Thoughtful study of the past provides a necessary perspective for making judgments in the present. It instructs the student in human possibilities and limits. Course offerings include studies in American, European, and world history, as well as focused studies of various historical themes and different regions.

### Career Opportunities

The history major is prepared for all careers calling for clear and logical reasoning, the ability to analyze complex relations between cause and effect, well-developed writing skills, and familiarity with other cultures and times. The most common vocational pursuits include teaching, law, government service, and careers as archivists, researchers, librarians, museum curators, and consultants.

### Requirements for the History Major

**36 units**

#### Core Requirements

**21 units**

HIST	120	World Civilizations to 1648*	3
HIST	121	World Civilizations since 1648*	3
HIST	151	U.S. History to 1865*	3
HIST	152	U.S. History since 1865*	3
HIST	210	World Geography	3
POLI	300	Research and Writing***	3
POLI	496	Senior Seminar: Religion and Politics*	3

#### Additional Requirements

**15 units**

Fifteen additional units of upper-division department electives from the following list:

HIST	320	Modern Africa	3
HIST	330	History of Religion in America	3
HIST	334	History of American Foreign Affairs	3
HIST	338	History of California	3
HIST	342	The American West	3
HIST	346	History of American Immigration	3
HIST	350	Medieval Europe	3
HIST	352	Renaissance and Reformation	3
HIST	357	Enlightenment Europe**	3
HIST	358	Europe 1789-1914**	3
HIST	359	Europe 1914-1992	3
HIST	360	History of the Middle East I: Early and Medieval Islam	3
HIST	374	Colonial Era	3
HIST	376	The Revolution and the Republic	3
HIST	380	Civil War and Reconstruction	3
HIST	382	Emergence of Modern America	3
HIST	386	Modern America	3
HIST	484	Historical Themes	3
HIST	497	Readings	1-4
HIST	498	Directed Research	1-4
HIST	499	Thesis Project	1-4
POLI	325	Constitutional Law	3
POLI	326	Civil Rights and Civil Liberties	3
POLI	360	Classical Political Thought	3
POLI	363	Modern Political Thought**	3
POLI	376	The American Founding**	3
POLI	390	History and Politics of the Non-Western World	3
UBBL	450	Ancient Near East History	3
UBBL	451	Greco-Roman World	3

\*Meets a General Studies Core (or elective) requirement.

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

### Requirements for the History Minor

**21 units**

#### Core Requirements – Select 3 of the following:

**9 units**

HIST	120	World Civilizations to 1648*	3
HIST	121	World Civilizations since 1648*	3
HIST	151	U.S. History to 1865*	3
HIST	152	U.S. History since 1865*	3

#### Upper-Division Department Electives

**12 units**

Choose from the following list:

HIST	320	Modern Africa	3
HIST	330	History of Religion in America	3
HIST	334	History of American Foreign Affairs	3
HIST	338	History of California	3
HIST	342	The American West	3
HIST	350	Medieval Europe	3
HIST	352	Renaissance and Reformation	3
HIST	357	Enlightenment Europe**	3
HIST	358	Europe 1789-1914**	3
HIST	359	Europe 1914-1992	3
HIST	360	History of the Middle East I: Early and Medieval Islam	3
HIST	374	Colonial Era	3
HIST	376	The Revolution and the Republic	3
HIST	380	Civil War and Reconstruction	3
HIST	382	Emergence of Modern America	3
HIST	386	Modern America	3
HIST	484	Historical Themes	3
HIST	497	Readings	1-4
HIST	498	Directed Research	1-4
HIST	499	Thesis Project	1-4
POLI	325	Constitutional Law	3
POLI	326	Civil Rights and Civil Liberties	3
POLI	360	Classical Political Thought	3
POLI	363	Modern Political Thought**	3
POLI	376	The American Founding**	3
POLI	390	History and Politics of the Non-Western World	3
UBBL	450	Ancient Near East History	3
UBBL	451	Greco-Roman World	3

\*Meets a General Studies Core (or elective) requirement.

\*\*Meets a General Studies Elective requirement.

## HISTORY AND POLITICAL SCIENCE

### Political Science

#### Introduction

Political science is concerned with the knowledge that is needed by citizens and government officials. This knowledge is required to make and recognize good laws, distinguish justice from injustice, and understand the legitimate purposes and necessary limits of political power. The political science major prepares students to take an informed, intelligent, and leading role in the affairs of their community, country, and world. In addition to classroom, research, and seminar experiences, students are encouraged to become directly involved in politics through internship experiences on the local, state, or national level.

#### Career Opportunities

The political science major studies politics as part of a traditional liberal arts education. This discipline helps develop intellectual curiosity and the abilities to write and speak well, think critically, judge wisely, and exercise leadership. These skills help prepare students for a future in a variety of careers. The most common vocations pursued by political science majors include law, foreign affairs, journalism, public relations, and criminal justice. Careers in government, politics, and public service agencies are popular. Opportunities for teaching, research, consulting, and graduate study are also available.

#### Requirements for the Political Science Major 36 units

<b>Core Requirements</b>		<b>12 units</b>
POLI 150	American Government*	3
POLI 160	Introduction to Politics*	3
POLI 300	Research and Writing***	3
POLI 496	Senior Seminar*	3

#### Subject Requirements 9 units

One course must be taken in each of the following subfields:

##### American Institutions

POLI 405	The American Presidency	3
POLI 410	Congress	3
POLI 415	The Federal Judiciary	3

##### Comparative/International

HIST 334	History of American Foreign Affairs	3
POLI 320	Comparative Politics	3
POLI 340	International Relations**	3

##### Political Philosophy

POLI 360	Classical Political Thought	3
POLI 363	Modern Political Thought**	3
POLI 376	The American Founding**	3

##### Elective Courses 15 units

Students must take 15 additional units from among the elective courses listed below. A course taken to meet the above Subject Requirement may not also count for elective credit.

HIST 334	History of American Foreign Affairs	3
POLI 210	Current Events	3
POLI 220	State and Local Government	3
POLI 320	Comparative Politics	3
POLI 325	Constitutional Law	3
POLI 326	Civil Rights and Civil Liberties	3
POLI 340	International Relations**	3
POLI 360	Classical Political Thought	3
POLI 363	Modern Political Thought**	3
POLI 376	The American Founding**	3
POLI 390	History and Politics of the Non-Western World	3
POLI 399	Political Science Practicum	1-8
POLI 400	Seminar on American Politics	3

POLI 405	The American Presidency	3
POLI 410	Congress	3
POLI 415	The Federal Judiciary	3
POLI 471	Political Topics	1-8
POLI 497	Readings	1-4
POLI 498	Directed Research	1-4
POLI 499	Thesis/Project	1-4
SOC 471	Qualitative Social Research Methods***	3
SOC 472	Quantitative Social Research Methods	3

\*Meets a General Studies Core (or elective) requirement.

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

#### Concentrations

For those students with specific academic interests or career objectives, the department offers four concentrations in lieu of the regular major.

#### Ethics and Politics 48 units

12 Political Science courses and 4 other courses

HIST 120	World Civilizations to 1648*	3
HIST 121	World Civilizations since 1648*	3
POLI 150	American Government*	3
POLI 160	Introduction to Politics*	3*
POLI 300	Research and Writing***	3
POLI 326	Civil Rights and Civil Liberties	3
POLI 360	Classical Political Thought	3
POLI 363	Modern Political Thought**	3
POLI 376	The American Founding**	3
POLI 400	Seminar on American Politics	3
POLI 496	Senior Seminar: Religion and Politics*	3
Upper-Division Political Science Electives (3 classes)		9
Upper-Division Philosophy Electives (2 classes)		6

#### American Politics 48 units

HIST 151	U.S. History to 1865*	3
HIST 152	U.S. History since 1865*	3
HIST 334	History of American Foreign Affairs	3
POLI 150	American Government*	3
POLI 160	Introduction to Politics*	3
POLI 220	State and Local Government	3
POLI 300	Research and Writing***	3
POLI 325	Constitutional Law	3
POLI 326	Civil Rights and Civil Liberties	3
POLI 376	The American Founding**	3
POLI 405	The American Presidency	3
POLI 410	Congress	3
POLI 415	The Federal Judiciary	3
POLI 496	Senior Seminar*	3

Two of the following:

HIST 374	The Colonial Era	3
HIST 380	Civil War and Reconstruction	3
HIST 382	Emergence of Modern America	3
HIST 386	Modern America	3

#### International Relations 48 units

HIST 120	World Civilizations to 1648*	3
HIST 121	World Civilizations Since 1648*	3
HIST 334	History of American Foreign Affairs	3
POLI 150	American Government*	3
POLI 160	Introduction to Politics*	3
POLI 300	Research and Writing***	3
POLI 320	Comparative Politics	3
POLI 340	International Relations**	3
POLI 363	Modern Political Thought**	3
POLI 496	Senior Seminar*	3
Upper Division Political Science Electives (4 courses)		12

## COLLEGE OF LIBERAL ARTS AND SCIENCES

Select one of the following European History courses:

HIST	357	Enlightenment Europe**	3
HIST	358	Europe 1789-1914**	3
HIST	359	Europe 1914-1922	3

Select one of the following courses in Non-Western History or Politics courses:

HIST	320	Modern Africa	3
HIST	360	History of the Middle East I: Early and Medieval Islam	3
POLI	390	History and Politics of the Non-Western World	3

\*Meets a General Studies Core (or Elective) requirement.

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

### Pre-Law

**48 units**

POLI	150	American Government*	3
POLI	160	Introduction to Politics*	3
POLI	300	Research and Writing***	3
POLI	325	Constitutional Law	3
POLI	326	Civil Rights and Civil Liberties	3
POLI	327	Introduction to Legal Studies	3
POLI	360	Classical Political Thought	3
POLI	363	Modern Political Thought**	3
POLI	376	The American Founding**	3
POLI	405	The American Presidency	3
POLI	410	Congress	3
POLI	415	The Federal Judiciary	3
POLI	496	Senior Seminar*	3

Three of the following:

BUSI	303	Business Law	3
COMM	115	Essentials of Argumentation and Debate	3
PHIL	330	Critical Thinking and Informal Logic	3
SOC	455	Crime and Delinquency	3

\*Meets a General Studies Core (or elective) requirement.

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

### Requirements for the Political Science Minor **21 units**

POLI	150	American Government*	3
POLI	160	Introduction to Politics*	3
5 Political Science courses (at least 4 upper-division courses)			15
Choose from the following list:			
HIST	210	World Geography	3
HIST	334	History of American Foreign Affairs	3
POLI	210	Current Events	3
POLI	220	State and Local Government	3
POLI	320	Comparative Politics	3
POLI	325	Constitutional Law	3
POLI	326	Civil Rights and Civil Liberties	3
POLI	327	Introduction to Legal Studies	3
POLI	340	International Relations**	3
POLI	360	Classical Political Thought	3
POLI	363	Modern Political Thought**	3
POLI	376	The American Founding**	3
POLI	390	History and Politics of the Non-Western World	3
POLI	399	Political Science Practicum^	1-8
POLI	400	Seminar on American Politics	3
POLI	405	The American Presidency	3
POLI	410	Congress	3
POLI	415	The Federal Judiciary	3
POLI	471	Political Topics	1-8

POLI	497	Readings	1-4
POLI	498	Directed Research	1-4
POLI	499	Thesis Project	1-4
SOC	471	Qualitative Social Research Methods***	3
SOC	472	Quantitative Social Research Methods	3

\*Meets a General Studies Core (or elective) requirement.

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

^Only three units are applied to the political science minor. Other units taken will count as elective units.

## Social Science

### Introduction

The social science major is designed primarily to prepare students to teach various social science disciplines (particularly history, political science, geography, economics, sociology, and psychology) at the secondary level. This major provides future teachers with an integrated study of these social sciences which will help develop analytical skill, comparative perspective, critical judgement, and a knowledge base about the world around them. This major is a subject-matter program in social science approved by the California Department of Education.

### Career Opportunities

The primary career choice for social science majors is teaching at the secondary level. Other options include careers in education, government service, journalism, advertising, library science, law, and politics. Opportunities for research, consulting, and graduate study are also available.

### Requirements for the Social Science Major **57 units**

ECON	250	Principles of Macroeconomics	3
ECON	251	Principles of Microeconomics	3
EDLS	300	Introduction to Teaching as a Profession	3
EDLS	405	Diversity in the Classroom***	3
HIST	120	World Civilizations to 1648*	3
HIST	121	World Civilizations since 1648*	3
HIST	151	US History to 1865*	3
HIST	152	US History since 1865*	3
HIST	210	World Geography	3
HIST	338	History of California	3
PHIL	370	Comparative Religions	3
POLI	150	American Government*	3
POLI	300	Research and Writing***	3
POLI	496	Senior Seminar*	3
PSYC	290	Human Growth and Development*	3
One Upper-Division History Course			3
One Upper-Division Political Science Course			3
Choose one course from the following:			
PSYC	110	General Psychology*	3
SOC	120	Introduction to Sociology*	3
Choose one course from the following:			
HIST	320	Modern Africa	3
HIST	360	History of the Middle East I: Early and Medieval Islam	3
POLI	390	History and Politics of the Non-Western World	3

\*Meets a General Studies Core (or Elective) requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

## Course Descriptions

### History

#### **HIST 120 World Civilizations to 1648 (3)**

This survey course deals with the customs, cultures, religions, and forms of government of peoples from ancient times to 1648. *Meets the general studies core requirement in Heritage and Institutions.*

#### **HIST 121 World Civilizations since 1648 (3)**

This survey course deals with the customs, cultures, religions, and forms of government of peoples from 1648 to the present. *Meets the general studies core requirement in Heritage and Institutions.*

#### **HIST 151 United States History to 1865 (3)**

This course surveys the political and cultural history of the United States to 1865. Areas of study include concepts of government and analysis of political institutions. *This course meets the state of California constitution requirement. Meets the general studies core requirement in Heritage and Institutions.*

#### **HIST 152 United States History since 1865 (3)**

This course surveys the political and cultural history of the United States from 1865 to the present. Areas of study include concepts of government and analysis of political institutions. *This course meets the state requirement in U.S. history and government. Meets the general studies core requirement in Heritage and Institutions.*

#### **HIST 210 World Geography (3)**

This course is a study of cultural, historical, and political geography. It includes study of the ways people interact with their natural environments, the ways different cultures interact with one another, the global patterns of human migration and settlement, and the distinctive natural, linguistic, cultural, and political features of different regions of the world.

#### **HIST 320 Modern Africa (3)**

This course explores the political, social, cultural and religious history of Africa from the trans-Atlantic slave trade to the present. *Prerequisites: History 120 or 121 recommended*

#### **HIST 330 History of Religion in America (3)**

This course covers the religious history of the American people. The significance of the social Gospel, sects, cults, and modern trends are examined.

#### **HIST 334 History of American Foreign Affairs (3)**

This course is a study of American foreign affairs and international relations from 1776 to the present.

#### **HIST 335 Cultural History/Travel Study (3)**

This cultural history course combines visits of major cultural and historical sites with academic study of the geography, history, art, literature, politics, and religion of the country, region, or continent. The interdisciplinary course is taught by a team of two to four faculty and developed around a history core, from which each student may choose to develop an intensive focus upon art and architecture, history, literature, politics, or church history. *Meets the general studies elective requirement.*

#### **HIST 338 History of California (3)**

Students learn about the exploration, colonization, and development of Hispanic California; the coming of the Americans; and the political, economic, and cultural development of California since its acquisition by the United States.

#### **HIST 342 The American West (3)**

This course offers coverage of the exploration and development of the West, mining and stock-raising frontiers, railroads, and agriculture; and the effects of the frontier on American institutions.

#### **HIST 346 History of American Immigration (3)**

This course examines immigration and ethnicity in America from the colonial period to the present. Themes include ethnic formation, assimilation, nativism, and the relationship of ethnicity to American national identity.

#### **HIST 350 Medieval Europe (3)**

This course is a study of Europe from the fall of the Roman Empire to the Renaissance.

#### **HIST 352 Renaissance and Reformation (3)**

This course is a study of Europe from the 15<sup>th</sup> century to 1648; it covers intellectual, social, and political changes, and religious revolt and wars.

#### **HIST 357 Enlightenment Europe (3)**

This course studies European history from 1648-1789. The course focuses on the intellectual and cultural movement known as the Enlightenment and its effects on politics, diplomacy, economics, society, and religion. *Meets the general studies elective requirement.*

#### **HIST 358 Europe 1789-1914 (3)**

This course studies European political, intellectual, social, diplomatic, and religious history from the French Revolution to the start of World War I. *Meets the general studies elective requirement.*

#### **HIST 359 Europe 1914-1992 (3)**

This course studies European political, intellectual, social, diplomatic, and religious history from World War I to the fall of the Soviet Union.

#### **HIST 360 History of the Middle East I: Early and Medieval Islam (3)**

This course covers the historical foundations of the pre-modern Middle East beginning with the pre-Islamic Near East and Arabia and continuing with Muhammad and the origins of the Islamic tradition; the establishment of regional Islamic rule, ideology, and institutions; and the medieval dynasties up to and including the Ottomans. The course primarily focuses on general political narrative, but also considers social and cultural dynamics of the early and medieval Islamic world.

#### **HIST 374 Colonial Era (3)**

This course is a study of the English colonies in America 1609-1776; themes include institutions, life, and customs, intercolonial relations, imperial control, and the movement for independence.

#### **HIST 376 The Revolution and the Republic (3)**

This course examines major topics in the history of the United States between the American Revolution and the early antebellum period, paying special attention to the impact of political development on religion, culture, economic systems, and gender, ethnic, and racial interactions.

#### **HIST 380 Civil War and Reconstruction (3)**

This course is a study of the causes of sectional conflict, the Civil War, and political, social, and economic reconstruction (1850-77).

#### **HIST 382 Emergence of Modern America (3)**

This course is a study of the period 1878-1918, including political and intellectual change, the advent of big business, urbanization, reform, and the coming of World War I.

#### **HIST 386 Modern America (3)**

This course is a study of the intellectual, political, economic, and social history of America from 1918 to the present.

#### **HIST 401 Humanities Seminar (6)**

Subject matter for this course varies. The pre-announced topic is addressed from an interdisciplinary perspective and includes some of the following: history, literature, sociology, art, religion, biblical studies, and language. Each time this course is offered it is further defined with a subtitle.

#### **HIST 402 Historical Research Skills (6)**

Subject matter for this course varies. The course emphasizes one of the following: historical research skills, archaeological methods, or language study. The course includes access to primary archival resources, field experiences, and/or trips to historical sites. Each time this course is offered it is further defined with a subtitle.

#### **HIST 403 Church History Seminar (6)**

Subject matter for this course varies. The course includes an intensive study of a specific era in church history. Each time this course is offered it is further defined with a subtitle.

## COLLEGE OF LIBERAL ARTS AND SCIENCES

### **HIST 404 Archaeology Field Experience (6)**

This field experience is only offered at the Wadi Natrun archaeological dig in Egypt. It includes hands-on field experience.

### **HIST 484 Historical Themes (3)**

Subject matter for this course varies and may include topics in non-Western, European, and United States history. May be repeated for credit.

### **HIST 497 Readings (1-4)**

This course consists of a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

### **HIST 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

### **HIST 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis and communication. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, or artistic creation of a material form. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing*

## Humanities

### **HUM 221/321 Humanities Seminar I: Great Works (3, 4)**

This course offers a study of selected classic works that shaped and represented different civilizations in a specified historical era, taught by a faculty tutor in integrative, interdisciplinary fashion. On the APU campus, this is a three-unit course. At the High Sierra site it is worth four units and is to be taken with one or more other Humanities Seminar(s). HUM 221 and HUM 321 may not be taken concurrently, and additional work is required in HUM 321. This course may be repeated once for credit as the topic varies. *Meets the general studies core requirement in Heritage and Institutions.*

## Political Science

### **POLI 150 American Government (3)**

This course is a study of the institutions and processes of American government on the local, state, and national levels. *This course meets the state requirement for U.S. history and government. Meets the general studies core requirement in Heritage and Institutions.*

### **POLI 160 Introduction to Politics (3)**

This course introduces the beginning political science student to the fundamental themes and enduring problems of political life. *Meets the general studies core requirement in Heritage and Institutions.*

### **POLI 210 Current Events (3)**

Students explore selected current domestic and foreign policy issues.

### **POLI 220 State and Local Government (3)**

This course offers a comparison of the organizations, processes, and functions of local government in the United States, including counties, cities, and special districts.

### **POLI 271 Political Topics (3)**

Subject matter for this course varies and may include topics in political theory, American government, and international affairs. Possible topics include: nuclear arms, religion and politics, and presidential elections. *POLI 271 and POLI 471 may not be taken concurrently, and additional work is required in POLI 471. This course may be repeated for credit as the topic varies. Up to eight units may be earned for participation in seminars offered by the American Studies Program.*

### **POLI 300 Research and Writing (3)**

This is an upper-division writing intensive course emphasizing the research and writing skills common to the disciplines of history and political science. *Meets the general studies upper-division intensive writing requirement. Strongly recommended before taking any 300- or 400-level courses.*

### **POLI 320 Comparative Politics (3)**

This course offers a comparative study of major political systems. The communist, socialist, and democratic systems are compared as they have been applied in various states.

### **POLI 325 Constitutional Law (3)**

This course is an inquiry into the Supreme Court's interpretation of the Constitution concerning the powers of the states, the president, Congress, and the courts. *Prerequisite: POLI 150 or instructor's permission*

### **POLI 326 Civil Rights and Civil Liberties (3)**

Students analyze Supreme Court decisions related to the Bill of Rights and the 14<sup>th</sup> Amendment. *Prerequisite: POLI 150 or instructor's permission*

### **POLI 327 Introduction to Legal Studies (3)**

This course is a study of forms of law school writing, the profession of the law, and the philosophy of law as it has developed from ancient to contemporary times. The course is primarily for students intending to pursue a career in law and should ideally be taken by students in their junior year. *Prerequisite: POLI 325 and POLI 326, or instructor's permission*

### **POLI 340 International Relations (3)**

The foundations and development of the nation-state system are explored, with an emphasis on policy formation and conflict resolution. *Meets the general studies elective requirement.*

### **POLI 360 Classical Political Thought (3)**

This course is a study of ancient Greek political thought with some reference to Roman and medieval political thought. The course focuses on ideas of justice, nature, and human nature.

### **POLI 363 Modern Political Thought (3)**

This course is a study of major political thinkers from the 16<sup>th</sup> century to the present. *Meets the general studies elective requirement.*

### **POLI 376 The American Founding (3)**

This is a study of the central ideas of American constitutional democracy as they are illuminated in selected writings of the American founders and in modern contemporary scholarship on the American founding. *Meets the general studies elective requirement. Prerequisite: POLI 150, POLI 160, or instructor's permission*

### **POLI 390 History and Politics of the Non-Western World (3)**

This course offers an overview of historical and political patterns in one pre-announced selected area of the non-Western developing world. *This course may be repeated for credit as the topic varies.*

## HISTORY AND POLITICAL SCIENCE

### **POLI 399 Political Science Practicum (1-8)**

This practicum gives credit for field work in an area chosen by the student. The American Studies Program and the University of California, Davis' Capitol Campus Program offer internship opportunities in Washington, DC, and Sacramento. Other local opportunities include government agencies, political parties, and political campaign organizations. *Up to eight units may be earned. Only six units are counted toward the political science major and three units toward the political science minor. All other units count as elective credits.*

### **POLI 400 Seminar on American Politics (3)**

This course facilitates inquiry into one pre-announced aspect of American politics, such as political parties, voting behavior, or interest groups. *This course may be repeated for credit as the topic varies. Prerequisite: POLI 150 or instructor's permission*

### **POLI 405 The American Presidency (3)**

This course presents an overview of the American presidency, including the historical development of the presidency, contributions of individual presidents to the executive office, presidential authority and politics in the modern era, the presidential election process, and the role of the executive branch. *Prerequisite: POLI 150 or instructor's consent*

### **POLI 410 Congress (3)**

This course provides an overview of the functioning of Congress as an institution. Topics include the historical evolution of Congress, changes in internal rules and procedures that guide congressional action, the role of Congress within the federal system, and external influences on the legislative process. *Prerequisite: POLI 150 or instructor's consent*

### **POLI 415 The Federal Judiciary (3)**

This course provides an overview of the federal judicial system, with particular attention given to the power and function of the U.S. Supreme Court, methods of constitutional interpretation, judicial selection, and the role of the judiciary in the constitutional system of government. *Prerequisite: POLI 150 or instructor's consent*

### **POLI 471 Political Topics (1-8)**

Subject matter for this course varies and may include topics in political theory, American government, and international affairs. Possible topics include: nuclear arms, religion and politics, and presidential elections. *POLI 271 and POLI 471 may not be taken concurrently, and additional work is required in POLI 471. This course may be repeated for credit as the topic varies. Up to eight units may be earned for participation in seminars offered by the American Studies Program.*

### **POLI 496 Senior Seminar: Religion and Politics (3)**

This seminar focuses on the ethical, political, and historical implications of ideas both in their historical context and in contemporary society. *Meets the general studies senior seminar requirement. Prerequisites: senior standing; completion of the majority of the units required for God's Word and the Christian Response; completion of the majority of coursework in the major; and upper-division writing intensive course*

### **POLI 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

### **POLI 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

### **POLI 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, or artistic creation of a material form. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing*

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

# Department of Mathematics and Physics

## Faculty

Chair and Associate Professor: *Tedd Szeto, Ph.D.*

Professor: *Mark Arvidson, Ph.D.*

Associate Professors: *Christopher Bassey, Ph.D.; Jack Carter, M.S.; Gary L. Wood, M.S.*

Assistant Professor: *Timothy Heumier, Ph.D.; Richard Markley, Ph.D.; Bradley McCoy, Ph.D.*

Instructor: *Elizabeth Rivas, M.A.*

Lecturer: *Nancy Lyons, MBA*

Lecturers (part time): *Brian Croissant M.S.; Dani Falcioni, M.A.; James Gonzalez, M.S.; John Hitchcock MST; Charles Hyde, M.A.; Donald Isaak, Ph.D.; Chan Ko, Ph.D.; Derek Morrison, M.A.; Steven Moser, M.S.; Brandelyn Neal, M.A.; Sara Popp, M.A.; Jorge Vasquez, Ph.D.; Leslie Wickman, Ph.D.*

## Department Mission Statement

The Department of Mathematics and Physics at Azusa Pacific University 1) offers undergraduate degree programs in mathematics and physics, a single-subject waiver for a teaching credential in mathematics, and a pre-degree engineering program; 2) provides general education mathematics and science courses consistent with the outcomes of a liberal arts education; and 3) prepares students for graduate study or success in their chosen careers.

## Mathematics

### Introduction

The mathematics major at Azusa Pacific University provides students with a general basis in mathematics. The student who majors in mathematics has the option of obtaining a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) degree. Both degrees have the same mathematics requirements, which include a balance of pure and applied mathematics, but the B.S. degree requires a minor in physics, chemistry, or computer science. (See these subject areas for requirements and course descriptions.)

The Mathematics Program is designed to prepare students who:

- Demonstrate proficiency in problem solving and logical reasoning.
- Apply analytical approaches toward a range of cross-disciplinary problems.
- Demonstrate appropriate use of technology specific to mathematics.
- Integrate moral and ethical reasoning strategies with skills required in mathematical applications.
- Describe and appreciate the traditional foundations of mathematics and the role they play in modern mathematical thought.
- Identify how a Christian worldview informs and enhances an understanding of mathematics.

## Career Opportunities

The completion of a mathematics degree at Azusa Pacific University enables students to enter a variety of professions related to mathematics (teaching, industry, computer science) or to begin graduate studies. APU graduates have gone on to prestigious graduate schools, accepted choice offers to teach at various secondary schools, and moved into attractive industry positions. There is a strong demand for mathematics teachers. Students desiring a junior or senior high school teaching credential should note the requirements of the Single-Subject Waiver Program for mathematics. There exists in the marketplace an increasing demand by the business and finance communities for graduates who have advanced quantitative skills. Graduates with a B.A. in mathematics, supported by a minor in finance (see the finance minor program in the School of Business and Management) are especially attractive in this regard.

## Requirements for the Mathematics Major (B.A. or B.S.)

**52 units<sup>^</sup>**

CS	220	Introduction to Computer Science	4
MATH	251/252	Calculus I, II	5, 4
MATH	253	Multivariate Calculus	4
MATH	280	Discrete Mathematics	3
MATH	300	Linear Algebra	3
MATH	350	Differential Equations	4
MATH	400	Abstract Algebra	3
MATH	450	Introduction to Real Analysis	3
PHYC	251/252	General Physics I*, II	5, 5
		Upper-Division Mathematics Electives	9

Four tracks are described below that can guide students in their selection of upper-division mathematics electives when completing the mathematics major.

### General Math Track

**9 units selected from**

CS	450	Numerical Analysis	3
MATH	340	Geometry	3
MATH	360	Probability and Statistics	3
MATH	430	Mathematical Physics	3
MATH	460	History of Mathematics and Number Theory	3
MATH	470	Complex Variables	3
MATH	480	Mathematical Reading, Writing, and Presentation***	3
MATH	499	Research and Independent Study	1-4

### Secondary Math Education Track

**19 units<sup>^^</sup>**

EDLS	300	Introduction to Teaching	4
MATH	311	Mathematics for Secondary Teachers	3
MATH	340	Geometry	3
MATH	360	Probability and Statistics	3
MATH	460	History of Mathematics and Number Theory	3
MATH	480	Mathematical Reading, Writing, and Presentation***	3

### Applied Math Track

**15 units<sup>^</sup>**

CS	450	Numerical Analysis	3
MATH	360	Probability and Statistics	3
MATH	430	Mathematical Physics	3
MATH	470	Complex Variables	3
MATH	480	Mathematical Reading, Writing, and Presentation***	3

## MATH AND PHYSICS

<b>Graduate School Prep Track</b>			<b>15 units<sup>^^^</sup></b>
MATH	340	Geometry	3
MATH	360	Probability and Statistics	3
MATH	460	History of Mathematics and Number Theory	3
MATH	470	Complex Variables	3
MATH	480	Mathematical Reading, Writing, and Presentation <sup>**</sup>	3

<sup>\*</sup>Meets a General Studies Core (or elective) requirement.

<sup>\*\*\*</sup>Meets the Upper-Division Writing Intensive requirement.

<sup>^</sup>Deficiencies in mathematics units must be made up as electives.

<sup>^^</sup>Note: To meet the requirements of the Single-Subject Waiver Program for a teaching credential in mathematics, all 19 units within the Secondary Math Education Track must be completed.

<sup>^^^</sup>It is recommended that the entire 15 units be completed for the track, although the major requires only 9 units.

<b>Requirements for the Mathematics Minor</b>			<b>26 units</b>
CS	220	Introduction to Computer Science	4
MATH	251/252	Calculus I, II <sup>^</sup>	5, 4
MATH	300	Linear Algebra	3
MATH	350	Differential Equations	4
Upper-Division Mathematics Electives (including MATH 253)			6

<sup>^</sup>Deficiencies in mathematics must be made up as electives.

## Physics

### Introduction

This physics program is designed to prepare students who:

- Apply a variety of mathematical models to physical phenomena.
- Demonstrate proficient use of laboratory apparatus and perform experiments skillfully.
- Describe and explain similarities and differences between classical and quantum physics.
- Demonstrate skill in appropriate use of technology to address topics in the physical sciences.
- Recognize the increasing emphasis society places on technology and critically evaluate this emphasis.
- Apply moral and ethical reasoning skills to controversial applications of science and technology.
- Can describe and assess different views of the relationship between biblical and scientific perspectives of nature.

The Bachelor of Science requires that the student have a minor in another area of science, engineering, or mathematics. The minors available at APU include: biology, chemistry, computer science, and mathematics. See those sections for specific requirements.

### Career Opportunities

The study of physics focuses on broad topics such as matter, energy, gravitation, electricity and magnetism, atomic and nuclear structures, the theory of relativity, and quantum mechanics. Members of the APU physics faculty have expertise in mathematical physics, theoretical high-energy physics, fractal and chaotic systems, wavelet analysis, mineral physics, geophysics, and theoretical solid state physics.

The physics major is especially appropriate for students who wish to teach physics, but can also be a step towards advanced studies. It recognizes a growing need for trained scientists to serve as physics teachers at all levels of education. Furthermore, trained Christian scientists who teach in the physical sciences demonstrate that scientific and biblical worldviews are compatible in physical science. This emphasis complements the overall strength at APU in education training. Other specific career options include work in materials science, space exploration, aerospace, technical instrumentation, basic research, and the computer industry. A physics major is also an excellent stepping stone for further studies in a wide range of interdisciplinary fields.

### Requirements for the Physics Major (B.S.) 61 units

A minimum of 34 physics units, 20 mathematics units, 4 chemistry units, and 3 computer science units are required for the physics major. In addition, there are 65 units of general studies requirements, thus 126 units are required for a Bachelor of Science in Physics. Included are the specific course requirements for a physics major. Other specific requirements occur with the selection of a minor.

#### Physics Requirements 34 units

Up to 36 physics units are currently available at APU in listed courses.

PHYC	251/252	General Physics I*, II	5, 5
PHYC	301	Statics	3
PHYC	302	Dynamics	3
PHYC	361	Electricity and Magnetism	3
PHYC	362	Electric Circuits	3
PHYC	401	Thermodynamics	3
PHYC	451/452	Modern Physics I, II	3, 3
PHYC	490	Science Seminar	1
		Advanced Physics Laboratory <sup>^</sup>	2

#### Mathematics Requirements 20 units

MATH	251	Calculus I	5
MATH	252	Calculus II	4
MATH	253	Multivariate Calculus	4
MATH	350	Differential Equations	4
MATH	430	Mathematical Physics	3

#### Chemistry Requirements 4 units

Select one of the following:

CHEM	151	General Chemistry I*	4
CHEM	152	General Chemistry II	4

(CHEM 152 is a recommended prerequisite to PHYC 401 Thermodynamics, but the physics major only requires CHEM 151 or CHEM 152.)

#### Computer Science Requirements 3-4 units

Select one of the following:

CS	210	Microcomputer Programming	3
CS	220	Introduction to Computer Science	4
CS	330	Systems Programming I	3

<sup>\*</sup>Meets a General Studies Core (or elective) requirement.

<sup>^</sup>These two units are satisfied by lab experience in one of two options. Two semester units of an advanced physics laboratory can be transferred from another school. The student can waive the option to take the upper-division lab at another university and sign up for 2 units of PHYC 498 Directed Research or PHYC 499 Thesis/Project.

### Physics Minor

A physics minor is offered. This minor is ideal for students majoring in mathematics, chemistry, or biology and meets the requirements for a B.A. degree.

#### Requirements for the Physics Minor 22 units

Requirements for a physics minor are met by successful completion of 10 units of General Physics (PHYC 251 and PHYC 252) and 12 units selected from among MATH 430 and any upper-division physics courses.



## Math/Physics

### Introduction

The math/physics major is especially appropriate for students pursuing teaching careers in physics or mathematics and is designed to prepare students who can:

- Apply a variety of mathematical models to physical phenomena.
- Demonstrate proficient use of laboratory apparatus and perform experiments skillfully.
- Describe and explain similarities and differences between classical and quantum physics.
- Demonstrate skill in appropriate use of technology to address topics in the physical sciences.
- Recognize the increasing emphasis society places on technology and critically evaluate this emphasis.
- Apply moral and ethical reasoning skills to controversial applications of science and technology.
- Describe and assess different views of the relationship between biblical and scientific perspectives of nature.

### Requirements for the Math/Physics Major (B.A.) 50 units

Computer programming language course			3
CHEM	151	General Chemistry I*	4
MATH	251/252	Calculus I, II	5, 4
PHYC	251/252	General Physics I*, II	5, 5
PHYC	401	Thermodynamics	3
Upper-Division Courses in math or physics (including MATH 253, minimum of six units in physics)			21

\*Meets a General Studies Core (or elective) requirement.

## Pre-Engineering Program

The pre-engineering program is designed to enable students to:

- Complete the engineering degree at another institution of their choice.
- Demonstrate skill in the appropriate use of technology specific to engineering disciplines.
- Develop confidence in strategies of problem solving.
- Develop and apply problem-solving strategies in small-group collaborations.
- Effectively communicate technical information in written and verbal form.
- Integrate previous knowledge in mathematics and science to discover new significance of these tools in the applied field of engineering.
- Describe and assess different views of the relationship between biblical and scientific perspectives of nature.

### 2/2 Program

In the 2/2 Program, a student completes a list of prescribed courses at Azusa Pacific University, then transfers to a school offering the engineering specialization of his/her choice to take the remaining coursework required for graduation from that institution.

Under normal circumstances, students are able to complete the APU requirements in two years and the additional requirements in two more years, hence the designation 2/2 Program. Students are encouraged to investigate early on the specific requirements of programs to which they expect to transfer. Some University of California and California State University engineering programs require transfer students to have completed two courses in English composition and two semesters of chemistry.

### Requirements for the 2/2 Program 65 units

CHEM	151	General Chemistry I*	4
COMM	111	Public Communication+	3
CS	220	Introduction to Computer Science	4
CSA	101	Beginnings+	1
ENGL	110	Freshman Writing Seminar+	3
MATH	251/252	Calculus I, II	5, 4
MATH	253	Multivariate Calculus	4
MATH	300	Linear Algebra	3
MATH	350	Differential Equations	4
PE	1XX	Fitness for Life (or varsity sport)+	1
PE	240	Health Education+	2
PHYC	101	Introduction to Engineering	2
PHYC	251/252	General Physics I*, II	5, 5
PHYC	301	Statics	3
PHYC	302	Dynamics	3
PHYC	362	Electric Circuits	3
POLI	150	American Government*	3

Select one of the following:

UBBL	100	Exodus/Deuteronomy*	3
UBBL	230	Luke/Acts*	3

### 3/2 Program

In the 3/2 Program, a student completes a list of prescribed courses at Azusa Pacific University, then transfers to a school offering the engineering specialization of his/her choice to take the remaining coursework required for graduation from that institution. Upon receiving the engineering degree from the other institution, the student also earns a Bachelor of Arts in Math/Physics from Azusa Pacific University.

Under normal circumstances, students are able to complete the APU requirements in three years and the additional requirements in two more years, hence the designation 3/2 Program. Students are encouraged to investigate early on the specific requirements of programs to which they expect to transfer. Some University of California and California State University engineering programs require transfer students to have completed two courses in English composition and two semesters of chemistry.

### Additional Requirements for the 3/2 Program 29 units

All the courses required for the 2/2 Program and:

BIOL	496	Senior Seminar: Ethics and the Sciences*	3
CMIN	108	Christian Life, Faith, and Ministry*	3
ENGL	111	Introduction to Literature*	3
HIST	151	U.S. History to 1865*	3
PHYC	235	Materials	3
PHYC	401	Thermodynamics	3
PSYC	110	General Psychology*	3
Foreign Language Requirement or General Electives^			8

\*Meets a General Studies Core (or elective) requirement.

\*Meets a University Skills requirement.

^At least 8 units are required so that 29 units in addition to 2/2 requirements are taken. Assumes APU general studies foreign language requirement will be met at APU if not met by proficiency testing or previous college coursework transferred into the program.

## Course Descriptions

### Mathematics

#### **MATH 090 Elementary Algebra (3)**

A student should take MATH 090 or MATH 091 to prepare for Intermediate Algebra. Topics investigated in both MATH 090 and MATH 091 include properties and operations of the real number system, algebraic expressions, solving equalities and inequalities, graphical representation of equations, data analysis, graphs, and properties and operations of polynomials. *This course does not meet the general studies requirement in University Skills and does not count toward total units needed for graduation. Prerequisite: appropriate score on APU mathematics placement test or SAT 430/ACT 18 math score*

#### **MATH 091 Elementary Algebra – Computer Based (2)**

This course is preparation for intermediate algebra. A student should take one of MATH 090 or MATH 091. Topics investigated in both MATH 090 and MATH 091 include properties and operations of the real number system, algebraic expressions, solving equalities and inequalities, graphical representation of equations, data analysis, graphs, and properties and operations of polynomials. MATH 091 differs from 090 in that the format of 091 is computer based. *This course does not meet general studies requirement in University Skills and does not count toward total units needed for graduation. Prerequisite: appropriate score on APU mathematics placement test*

#### **MATH 095 Intermediate Algebra (3)**

This course presents intermediate-level algebra. A student should take one of MATH 095 or MATH 096. MATH 095 topics include linear graphs, mathematical models, systems of equation in two and three variables, multiplying and factoring polynomial functions, rational and radical expressions and functions, complex numbers, quadratic equations and functions, mathematical modeling with quadratic functions. *This course does not meet the general studies requirement in University skills and Requirements and does not count toward total units needed for graduation. Prerequisite: MATH 090, MATH 091, appropriate score on APU mathematics placement test, or SAT 500/ACT 20 math score*

#### **MATH 096 Intermediate Algebra – Computer Based (2)**

This course presents intermediate-level algebra. A student should take one of MATH 095 or MATH 096 topics include linear graphs, mathematical models, systems of equations in two and three variables, multiplying and factoring polynomial functions, rational and radical expressions and functions, complex numbers, quadratic equations and functions, mathematical modeling with quadratic functions. *This course does not meet the general studies requirement in University Skills and Requirements and does not count toward total units needed for graduation. Prerequisite: MATH 090, MATH 091, or appropriate score on APU mathematics placement test*

#### **MATH 110 College Algebra (3)**

This course is a study of basic college algebra, including polynomial and rational functions, inverse functions, the Fundamental Theorem of Algebra, exponential and logarithmic functions and equations, advanced graphical procedures and interpretations, linear and nonlinear systems of equations, matrix representations of systems of equations, and introductory concepts in sequence, series and probability. *Meets the general studies requirement in University Skills and Requirements. Prerequisite: MATH 095, MATH 096, appropriate score on APU mathematics placement test, or SAT 540/ACT 23 math score*

#### **MATH 115 Analytical Inquiry (3)**

This course is an alternative to MATH 110 for the nonscience major. The material is case-study driven, including projects like obtaining auto insurance or loans, how inflation affects the economy, etc. This course includes the application of probability theory and elementary descriptive probability. *Meets the general studies requirement for University Skills and Requirements. It may not be taken by a student who has passed a more advanced mathematics course for credit. Prerequisite: MATH 095, MATH 096, appropriate score on APU mathematics placement test, or SAT 540/ACT 23 math score*

#### **MATH 120 Contemporary Mathematics (3)**

This course represents a study of the connections between contemporary mathematics and modern society. It aims to develop logical and critical reading concerning mathematical information that abounds in today's world. Areas of study include management science (networks, circuits, and planning), statistics and probability, information coding, social choices and decision making, geometric expressions and symmetry patterns, and mathematical modeling. *Meets the general studies requirement for University Skills and Requirements. Prerequisite: MATH 095, MATH 096, appropriate score on APU mathematics placement test, or SAT 540/ACT 23 math score*

#### **MATH 150 Precalculus (3)**

This course prepares students for the calculus sequence. Topics covered include number systems, analytic geometry, elementary function theory (including logarithmic and trigonometric functions), and basic proof techniques. *Prerequisite: proficiency in high school algebra or MATH 110, appropriate score on APU mathematics placement test, or SAT 600/ACT 26 math score*

#### **MATH 151 Applied Calculus I (3)**

This calculus course is designed for students in business, biology, and other fields that require more focus on applications, rather than mathematical rigor in a calculus course. Included are differentiation and integration of algebraic functions and their applications, and an introduction to exponential and logarithmic functions. *Prerequisite: two years of high school algebra, MATH 110, or equivalent*

#### **MATH 152 Applied Calculus II (3)**

Topics introduced in MATH 151 are further developed. Functional forms (exponential, logarithmic, periodic, logistic, surge) and their applications to real-world problems are explored, techniques for differentiation and integration examined, and functions of several variables studied. Concepts and applications of probability and statistics are also introduced. Math concepts are studied with a project approach and appropriate use of technology. *Prerequisite: MATH 151*

#### **MATH 201 Mathematics Concepts for Elementary Teachers (3)**

The course provides the foundations of modern mathematics needed by the elementary school teacher. It is not a methods course, but a prerequisite to the Multiple-Subject Teaching Credential Program. *This course does not count toward a mathematics major or minor.*

#### **MATH 251 Calculus I (5)**

This course is an introduction to the basic techniques of calculus of one variable, including limits and continuity, differentiation and integration, with graphing and applications. *Prerequisite: MATH 150 or equivalent*

#### **MATH 252 Calculus II (4)**

This course is an introduction to the basic techniques and applications of calculus of one variable, including methods of integration, analytic geometry, differential equations, and infinite series. *Prerequisite: MATH 251 or equivalent*

#### **MATH 253 Multivariate Calculus (4)**

The differential and integral calculus of Euclidean 2- and 3-space are developed in this course. The treatment of real-valued functions of two or more real variables and their partial derivatives are also included. Functions that associate vectors with real numbers are studied. Applications to geometry, physics, and engineering are covered. The course provides a brief study of both double and triple integrals for functions of two or three variables. A laboratory approach is used in graphing 2- and 3-space group activities and projects. *Prerequisite: MATH 252*

#### **MATH 280 Discrete Mathematics (3)**

Finite mathematical systems are the focus of the course. Topics include sets, mathematical mappings, graphs, trees, circuit analysis, Boolean algebra, symbolic logic, linear programming, and other algebraic systems. *Prerequisite: MATH 251 or instructor's permission*

#### **MATH 300 Linear Algebra (3)**

Matrices and linear transformations and their generalizations in vector space theory are covered. *Prerequisite: MATH 251 or instructor's permission*

**MATH 311 Mathematics for Secondary Teachers (3)**

A survey of foundations of mathematics essential to the secondary school teacher, this course integrates secondary mathematics concepts with problem-solving strategies and technology. Students expand on their understanding of core math concepts, evaluate lesson plans used in secondary school mathematics, discuss and reflect on effective mathematics pedagogy, analyze readings in the field, engage in collegial interactions with the instructor and fellow students, and develop a repertoire of classroom-tested lessons that can be used in a high school classroom.

**MATH 340 Geometry (3)**

This course provides a study of Euclidean and non-Euclidean geometry. Also covered are the history of geometry, hyperbolic geometry, space, proof, and logic reasoning. *Prerequisite: MATH 252 or instructor's permission*

**MATH 350 Differential Equations (4)**

Students are introduced to differential equations, existence and structures of solutions, and applications to physical situations. A computer laboratory approach is used. *Prerequisite: MATH 252*

**MATH 360 Probability and Statistics (3)**

Students gain an introduction to the basic ideas and techniques of probability: counting methods, combinatorics, statistical methods, binomial and normal distributions, moments, correlations, Central Limit Theorem, and hypothesis testing. *Prerequisite: MATH 252 or instructor's permission*

**MATH 400 Abstract Algebra (3)**

The abstract structure of algebraic systems such as semi-groups, groups, rings, integral domains, and fields are introduced. *Prerequisite: MATH 300 or instructor's permission*

**MATH 430 Mathematical Physics (3)**

Students apply mathematics to physical problems: special functions, Green's functions and boundary-value problems, tensor analysis, Fourier series, generalized coordinates, and calculus of variations. The course may be applied toward upper-division physics or mathematics major requirements. *Prerequisites: MATH 253 and MATH 350*

**MATH 450 Introduction to Real Analysis (3)**

This course offers an advanced study of the real-number system, functions, sequences, series, continuity, differentiation, and integration. *Prerequisite: MATH 252*

**MATH 460 History of Mathematics and Number Theory (3)**

The history of mathematics and number theory from ancient times to the present is covered through methods and concepts, including theorems of Fermat, Euler, divisibility, factorization, primes, congruencies, diophantine problems, and other topics.

**MATH 470 Complex Variables (3)**

Students explore the structure of complex numbers and their functions, differentiation and integration of complex functions, and Cauchy's Theorem. *Prerequisite: MATH 252*

**MATH 480 Mathematical Reading, Writing, and Presentation (3)**

This course includes a variety of material from topology to statistics, from history to diversity, from writing to research. Reading, writing, and presentations are major components of this course. *Meets the general studies requirement for an upper-division writing intensive course. Prerequisites: MATH 252, MATH 360, and upper-level class standing or instructor's permission*

**MATH 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

**MATH 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

**MATH 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing*

**Physics**

**PHYC 100 Conceptual Physics (2)**

This course covers the topics of mechanics, heat, sound, light, electricity and magnetism, an introduction to relativity, and quantum mechanics. Physics concepts and thinking skills are emphasized instead of mathematics. *Does not meet the general studies requirement.*

**PHYC 101 Introduction to Engineering (2)**

Students gain an overview of engineering as a creative and responsive profession and learn about the qualifications of an engineer and the ways in which engineers study, think, work, create, design, and communicate.

**PHYC 110 Principles of Physical Science (3)**

Basic concepts in physics, chemistry, and the solar system are investigated. Emphasis is placed on basic principles and their applications to modern technology and everyday experiences. Some problems requiring simple math are discussed and solved, but detailed mathematical derivations are more appropriate in other courses. Part of this course is also committed to reviewing historical developments of scientific thought, examining the perceived conflict between science and Christianity, and analyzing evidence for a creator from scientific discoveries. *This course does not carry credit toward a science major or minor. When taken with PHYC 110, PHYC 111 meets the general studies core requirement in Nature.*

**PHYC 111 Physical Science Laboratory (1)**

Concepts in physics and chemistry are investigated in a small-group, hands-on environment. Laboratory topics include a survey of the solar system, mechanics (forces and motion), optics, electricity, spectroscopy, nuclear radiation, and chemical reactions. *This course does not carry credit toward a science major or minor. When taken concurrently with PHYC 110, PHYC 111 meets the general studies core requirement in Nature.*

**PHYC 175 Earth Science Concepts and Applications (3)**

This course surveys Earth both inside and out. Topics investigated include Earth's solid surface and interior, the oceans, and Earth's atmosphere and weather patterns. Emphasis is placed on dynamic processes, including human activity that affects the nature of Earth's surface. Students also explore Earth's place in the solar system, the Sun, the stars, and exotic bodies beyond the solar system. *Does not meet the APU general studies Nature requirement.*

**PHYC 180 Earth Science (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

Students survey the physical characteristics of the Earth and the forces acting upon it. The course includes consideration of the Earth's place in space; the nature of its crust and interior; the processes that affect its structure; and humanity's role in the processes. *Meets the general studies core requirement in Nature.*

## MATH AND PHYSICS

### **PHYC 190 Introduction to Astronomy (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

This course introduces the history of astronomy, the solar system, the stellar systems, galactic systems, and cosmology. A lab is included. *Meets the general studies core requirement in Nature.*

### **PHYC 201 Fundamentals of Physics I (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

This noncalculus physics course develops the topics of translational and rotational mechanics, and provides an introduction to thermodynamics. *Meets the general studies core requirement for Nature. Prerequisite: High school physics or university-level conceptual physics strongly recommended*

### **PHYC 202 Fundamentals of Physics II (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

This noncalculus physics course develops the topics of waves, sound, light, electricity and magnetism, quantum theory, and structure of matter. *Prerequisite: PHYC 201*

### **PHYC 235 Materials (3)**

This course includes a survey of engineering materials with emphasis on mechanical and physical properties and design considerations, ferrous and nonferrous metals, alloys, plastics, elastomers, cermets, ceramics, and adhesives. The methods of manufacturing are covered with special consideration given to design factors, productability, and economics relative to machining, forming, casting, working, welding, and powder metallurgy.

### **PHYC 251 General Physics I (5)**

LECTURE, 4 HOURS; LAB, 3 HOURS

Students are introduced to the various areas of physics using basic differential and integral calculus. Topics covered include translational and rotational mechanics and heat. *Meets the general studies core requirement in Nature. Prerequisites: MATH 251 or equivalent calculus background; high school physics or university-level conceptual physics strongly recommended*

### **PHYC 252 General Physics II (5)**

LECTURE, 4 HOURS; LAB, 3 HOURS

Students are introduced to the various areas of physics using basic differential and integral calculus. Topics covered include properties of waves (both light and sound) and electricity and magnetism. *Prerequisite: PHYC 251*

### **PHYC 301 Statics (3)**

Statics is the branch of physical science that deals with the rest state of bodies under the action of forces. It also includes resultants of force systems and equilibrium on rigid bodies using vector algebra, friction, centroids and centers of gravity, and moments of inertia of areas and masses. *Prerequisite: PHYC 251*

### **PHYC 302 Dynamics (3)**

Dynamics is the branch of mechanics that deals with the motion of bodies under the action of forces. Dynamics has two distinct parts: kinematics, the study of motion without reference to the forces that cause motion; and kinetics, which relates the action of forces on bodies to their resulting motions. *Prerequisites: PHYC 252, and PHYC 301 or instructor's permission*

### **PHYC 361 Electricity and Magnetism (3)**

Students study the fundamental concepts of electricity and magnetism, electrostatic fields in a vacuum and dielectric materials, solutions of Laplace's and Poisson's equations, and electromagnetic waves. *Prerequisite: MATH 350 or instructor's permission*

### **PHYC 362 Electric Circuits (3)**

Circuit analysis by reduction methods, source transformations, loop and nodal analysis, frequency and time response of networks, alternating current circuits, two-port parameters, impedance, power, and computer-aided network analysis and applications are covered. *Prerequisite(s): MATH 252, PHYC 252, and PHYC 361; or instructor's permission*

### **PHYC 401 Thermodynamics (3)**

Students learn the theoretical basis of thermodynamics including the zeroth, first, second, and third laws. These laws are applied to heat engines such as the Carnot and Otto cycles and to refrigeration. Students explore a variety of topics including phase diagrams, free energy, and equilibrium. *Prerequisites: CHEM 151 and MATH 252*

### **PHYC 451 Modern Physics I (3)**

This course is the first semester of a two-semester study of non-classical physics, namely special relativity and quantum mechanics. Topics include special relativity, particle-wave duality, and the one-dimensional Schrödinger equation. *Prerequisite: PHYC 252; MATH 253 and MATH 350 are recommended*

### **PHYC 452 Modern Physics II (3)**

This course is the second semester of a two-semester study of non-classical physics. Topics include the three-dimensional Schrödinger equation, the hydrogen atom, and various applications of quantum mechanics, including atomic structure, nuclear processes, and particle physics. *Prerequisites: PHYC 451*

### **PHYC 490 Science Seminar (1)**

This course, offered jointly by the Departments of Biology and Chemistry, Computer Science, and Mathematics and Physics, consists of reviews, reports, and discussions on current scientific literature. It is offered based on demand.

### **PHYC 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

### **PHYC 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

### **PHYC 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing*

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

# Department of Modern Languages

## Faculty

*Chair and Assistant Professor: Aroldo Solórzano, Ph.D.*

*Professor Emeritus: June Hamlow, M.A.*

*Assistant Professors: Juan Guerrero, Ph.D.; James Fujitani, Ph.D.*

*Lecturers (part time): Deborah Holmberg, M.A.; Liyan Jiang, M.A.; Yun Sook Kim, Ph.D.; Michelle Lin, M.A.; Marcela Rojas, M.A.; Lizbeth Sánchez, M.A.; Jocelyn Sherman, M.A.; Rainer Spanier, Ph.D.; Victoria Stuard, Ph.D.*

## Modern Languages

### Department Mission Statement

The Department of Modern Languages seeks to guide student conversational development in a language other than English, develop reading and compositional skills, heighten cultural sensitivity, encourage creative and reflective thought, and introduce literary, historical, linguistic and pedagogical data, all with respect to the needs of the individual student, that service to God may be enhanced through service to others.

### Department Overview

Knowledge of a foreign language has always been the mark of an educated person and is recognized by APU as an integral part of a liberal arts education. The Department of Modern Languages prepares students as citizens of a global community, with a firm anchoring in a Christian perspective and academic excellence. Both a major and a minor in Spanish are offered, as well as introductory study in the following languages: Chinese, French, German, Italian, Japanese, and American Sign Language. Study of a foreign language provides students with the opportunity to simultaneously develop basic language skills and gain valuable insight into foreign cultures. The ability to speak a second or third language can open unimagined doors to new experiences and challenging careers as well as afford the pure enjoyment of speaking with people from other countries.

Academic advising may help a student to select the language study most suited to his/her major. For example; music majors (especially those emphasizing vocal performance) may benefit most by studying French or Italian, history and religion majors may choose German, and nursing and social work majors might select Spanish. Art majors who hope to study in Italy or France would find Italian or French study advantageous; and business majors who plan to interact internationally may opt for German, Japanese, or Chinese. A student's major advisor, and the Department of Modern Languages' faculty, should be consulted for further specifics.

### Fulfilling the Foreign Language Requirement for General Studies

Two semesters for a total of eight units of the same language is required. Students who have studied a language prior to entering Azusa Pacific University may opt to take the SAT II placement test or a CLEP exam. Depending on the score of the SAT II test, students may

have their proficiency validated and waive the requirement. If the CLEP test is chosen, an appropriate score will also grant units toward college graduation.

### Language Tutoring

The Learning Enrichment Center offers a tutorial system wherein students may receive supplemental practice in Spanish and other foreign languages.

### Independent Study

Self-directed language learning is available through the Department of Modern Languages. Student request for a nonscheduled independent language study must be accompanied by a detailed plan and specific objectives as worked out by the student and the advisor. This arrangement is limited to upper-division students who have received department approval. They may earn between one and three units per semester. The petition and fee schedule can be obtained from the Department of Modern Languages.

## Spanish

### Spanish Program Mission Statement

The Spanish Program seeks to guide student development in Spanish conversation, develop reading and compositional skills, introduce major Spanish language literary works, heighten cultural sensitivity, and encourage creative and reflective thinking with respect to the history and civilization of Hispanic countries, all to better serve God through service to others.

### Introduction

Spanish is the second most frequently used language in the United States. Indeed, millions of Americans learn Spanish at home as their first tongue. Because Azusa Pacific University is located in the midst of a highly Spanish-speaking populace, APU students have an opportunity to speak Spanish within the community, seek out Spanish-speaking places of worship, and interact on a social, service, and business level in the Spanish language. All courses offered in the department are within the College of Liberal Arts and Sciences and are designed to contribute to a Christian liberal arts education. Upon graduation, APU Spanish majors will have had the opportunity to achieve the following goals:

- An advanced level of proficiency in the Spanish language in its four basic components: listening, reading, speaking, and writing, as outlined in the ACTFL Guidelines for the Advanced Level of Language Proficiency
- Sensitivity and appreciation for the cultures of the Spanish-speaking world, as well as competent functioning within these cultures
- Skills that will enable them to search for and find data from unaccustomed bodies of information through the use of their knowledge of Spanish
- Adequate competence for expressing intelligent and coherent opinions and observations about the literature produced in the Hispanic world
- The ability to evaluate diverse curricula of foreign language instruction and assess its validity for utilization in California schools
- Confidence and poise borne out of the self-assurance gained through their mastery of the Spanish language, which allows them to function personally and professionally in bilingual settings
- A working knowledge of applied linguistics and the science of language and language acquisition

Such preparation means that APU students will be prepared to enter advanced studies in Spanish and interact with Spanish speakers of varying educational levels, from children to adult professionals.

## MODERN LANGUAGES

### Off-campus Study

As part of the Spanish language learning experience, Spanish majors are required to study abroad for one term. Spanish minors are highly encouraged to take advantage of the opportunity. The Department of Modern Languages offers study abroad programs to the Dominican Republic, Spain, and Mexico. Students may choose to participate in these or other available programs. In all cases, students must consult with a department advisor for their classes prior to enrollment and departure. Credit earned through these programs applies to the degree.

### Career Opportunities

The Spanish major for the Single-Subject Teaching Credential enables students to acquire a five-year preliminary teaching credential in Spanish. Liberal studies majors who plan to teach K-8 may select their concentration of 15 units in Spanish. In close consultation with the Department of Teacher Education, students are encouraged to meet with an advisor for careful planning in order to meet the requirements in a timely fashion. For students who plan to teach at the elementary level, a minor in Spanish meets the bilingual Spanish concentration coursework requirements.

Apart from teaching, myriad other public contact fields may require some proficiency in Spanish. Law enforcement, Christian missions, medicine, social work, municipal services, advertising, journalism, foreign service, translation services, international finance and banking, and the rapidly expanding world of international business—these fields, and many others, increasingly seek candidates who possess Spanish language ability and cultural sensitivity as adjunct career skills. For students who have studied foreign languages in high school and still perform at beginner levels, a Spanish major or minor enables them to acquire the language and culture skills appropriate to a variety of public service applications.

Majors and minors in the Department of Modern languages must maintain a minimum cumulative GPA of 2.0 in all university coursework.

### Spanish Major (Single-Subject Teaching Credential) 88 units

In addition to the 51 required units in Spanish (beyond SPAN 101/102), students who plan to qualify for the Single-Subject Teaching Credential must complete the following courses.

EDLS	300	Introduction to Teaching as a Profession	4
EDLS	405	Diversity in the Classroom***	3
ENGL	402	Principles of Language	3
POLI	150	American Government*	3
PSYC	290	Human Growth and Development*	3

Spanish majors are expected to plan one study term abroad. Those wishing to study in the Dominican Republic must have completed Spanish 201/202 or its equivalent prior to departure.

### Language 18 units

(18 units beyond SPAN 101, SPAN 102, or equivalent<sup>^</sup>)

SPAN	201	Intermediate Spanish I	3
SPAN	202	Intermediate Spanish II	3
SPAN	250	Intermediate Conversation and Writing Abroad (Abroad in a Spanish-speaking country)	3
SPAN	301	Advanced Spanish	3
SPAN	310	Advanced Language-Study Practicum (Abroad in a Spanish-speaking country)	3
SPAN	320	Advanced Spanish Composition	3

\*Meets a General Studies Core (or elective) requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

<sup>^</sup>See "Fulfilling the Foreign Language Requirement." Students who are native speakers of Spanish or have three to four years of high school Spanish should take the Spanish Placement or CLEP exam to waive elementary Spanish and then consult with an advisor before entering directly into intermediate or upper-division work.

### Civilization and Culture 6 units

SPAN	311	Civilization of Spain	3
SPAN	312	Latin American Civilization	3

### Literature 9 units

SPAN	421	Survey of Spanish Literature	3
SPAN	422	Survey of Latin American Literature	3

Select one of the following:

SPAN	431	Spanish Language Poetry and Short Story	3
SPAN	432	Literary Masters	3

### Applied Linguistics 3 units

SPAN	440	Spanish Applied Linguistics	3
------	-----	-----------------------------	---

### Subject Matter Competency Course 3 units

SPAN	450	Spanish Language Pedagogy	3
------	-----	---------------------------	---

### Integration Course 3 units

SPAN	480	Capstone Seminar	3
------	-----	------------------	---

### Electives 9 units

Elective options may include:

- Spanish Courses
 

SPAN	431	Spanish Language Poetry and Short Story	3
SPAN	432	Literary Masters (This course may be repeated for credit.)	3
SPAN	494	Internship	3
SPAN	495	Special Topics in Spanish	3
SPAN	497	Readings	1-4
- Global Learning Term coursework (completed anywhere in the Spanish-speaking world)
 

GLBL	325	Family Organization	1-2
GLBL	335	International Internship	3-6
GLBL	340	Life and Culture Seminar	3
GLBL	350	Global Study Project	3

### Post-graduate Education Program Courses Leading to a Teaching Credential

A bachelor's degree is required upon enrollment in these classes.

TEP	518	Methods of Teaching Reading and Writing, 7-12	3
TEP	528	Teaching Strategies, 7-12	3
TEP	548	Curriculum Planning and Assessment	3
TEP	558	Methods of Teaching English Language Learners, 7-12	3
TEP	568A	Field Experience I, 7-12	1
TEP	568B	Field Experience II, 7-12	1

### All the following requirements must be met prior to clearance for Student Teaching.

TEP	578A	Student Teaching I, 7-12	2
TEP	578B	Student Teaching II, 7-12	2
TEP	588	Student Teaching Seminar, 7-12	3

### Spanish Major (non Single-Subject Teaching Credential) 45 units

Spanish majors are expected to plan one study term abroad. Those wishing to study in Guadalajara must have completed SPAN 201/202 or its equivalent prior to departure.

### Language 15 units

(15 units beyond SPAN 101, SPAN 102, or equivalent<sup>^</sup>)

SPAN	201	Intermediate Spanish I	3
SPAN	202	Intermediate Spanish II	3
SPAN	250	Intermediate Conversation and Writing Abroad (Abroad in a Spanish-speaking country)	3
SPAN	310	Advanced Language-Study Practicum (Abroad in a Spanish-speaking country)	3
SPAN	320	Advanced Spanish Composition	3

<sup>^</sup>See "Fulfilling the Foreign Language Requirement." Students who are native speakers of Spanish or have three to four years of high school Spanish should take the Spanish Placement or CLEP exam to waive elementary Spanish and then consult with an advisor before entering directly into intermediate or upper-division work.

**COLLEGE OF LIBERAL ARTS AND SCIENCES**

**Civilization and Culture 6 units**

SPAN	311	Civilization of Spain	3
SPAN	312	Latin American Civilization	3

**Literature 9 units**

SPAN	421	Survey of Spanish Literature	3
SPAN	422	Survey of Latin American Literature	3

Select one of the following:

SPAN	431	Spanish Language Poetry and Short Story	3
SPAN	432	Literary Masters	3

**Applied Linguistics 3 units**

SPAN	440	Spanish Applied Linguistics	3
------	-----	-----------------------------	---

**Integration Course 3 units**

SPAN	480	Capstone Seminar	3
------	-----	------------------	---

**Electives 9 units**

Elective options may include:

• Spanish Courses

SPAN	301	Advanced Spanish	3
SPAN	431	Spanish Language Poetry and Short Story	3
SPAN	432	Literary Masters (This course may be repeated for credit.)	3
SPAN	450	Spanish Language Pedagogy	3
SPAN	494	Internship	3
SPAN	495	Special Topics in Spanish	3
SPAN	497	Readings	1-4

• Global Learning Term coursework (completed anywhere in the Spanish-speaking world)

GLBL	325	Family Organization	3
GLBL	335	International Internship	3-6
GLBL	340	Community Life	3
GLBL	350	Global Study Project	3

**Spanish Minor 21 units**

21 units beyond the prerequisites of SPAN 101 and SPAN 102 (or the equivalencies) are required.

**Prerequisites<sup>^</sup>**

SPAN	101	Elementary Spanish I <sup>+</sup>	4
SPAN	102	Elementary Spanish II <sup>+</sup>	4

<sup>+</sup>Meets a University Skills requirement.

<sup>^</sup>See "Fulfilling the Foreign Language Requirement." Students who are native speakers of Spanish or have three to four years of high school Spanish should take the Spanish Placement or CLEP exam to waive SPAN 101/102, and then consult with an advisor before entering directly into intermediate or upper-division work.

**Intermediate Spanish 6 units**

SPAN	201	Intermediate Spanish I	3
SPAN	202	Intermediate Spanish II	3

**Language Study Abroad 3 units**

Select one of the following:

SPAN	250	Intermediate Conversation and Writing Abroad	3
SPAN	301	Advanced Spanish	3
SPAN	310	Advanced Language-Study Practicum	3

**Linguistics 3 units**

SPAN	440	Spanish Applied Linguistics	3
------	-----	-----------------------------	---

**Language 3 units**

Select one of the following:

SPAN	320	Advanced Spanish Composition	3
SPAN	431	Spanish Language Poetry and Short Story	3
SPAN	432	Literary Masters	3

**Civilization and Culture 3 units**

Select one of the following:

SPAN	311	Civilization of Spain	3
SPAN	312	Latin American Civilization	3

**Literature 3 units**

Select one of the following:

SPAN	421	Survey of Spanish Literature	3
SPAN	422	Survey of Latin American Literature	3

**Course Descriptions**

**Spanish**

**SPAN 101 Elementary Spanish I (4)**

*Lecture, 3 hours; Lab 1 hour*

This two-course sequence emphasizes practical Spanish communication in real-life situations for beginners. The course addresses the pronunciation, intonation, and structure of Spanish within a framework designed to develop basic listening, speaking, reading, and writing skills. Special cultural presentations supplement language study. Classes meet four hours weekly. *Meets the general studies requirement for University Skills and Requirements: two semesters of the same language required.*

**SPAN 102 Elementary Spanish II (4)**

*Lecture, 3 hours; Lab 1 hour*

This is a continuation of SPAN 101. *Meets the general studies requirement for University Skills and Requirements: two semesters of the same language required. Prerequisite: SPAN 101, or passing Spanish CLEP Exam, or an appropriate Spanish Placement score, or department approval*

**SPAN 201 Intermediate Spanish I (3)**

This two-course sequence is a continuation of SPAN 101/102, and consists of a thorough review of grammar, expansion of students' vocabulary, conversation practice, and a variety of guided writing experiences. Related cultural media and literary excerpts are integrated into the course. *Prerequisites: SPAN 101/102, or an appropriate Spanish CLEP Exam score, an appropriate Spanish Placement score, or department approval*

**SPAN 202 Intermediate Spanish II (3)**

This course is a continuation of SPAN 201. *Prerequisite: SPAN 201, or an appropriate Spanish CLEP Exam score, or department approval*

**SPAN 250 Intermediate Conversation and Writing Abroad (3)**

This course provides intensive conversation with supportive written language practice in a select site abroad. Discussion of assigned social, cultural, or literary topics at an intermediate level is required. The course is arranged in tour-fashion during summer session. *Prerequisites: SPAN 201/202*

**SPAN 301 Advanced Spanish (3)**

This course is designed to optimize students' conversation ability, reinforcing grammatical structures and emphasizing communication skills and stylistics. *Prerequisites: SPAN 201/202*

**SPAN 310 Advanced Language-Study Practicum (3)**

This course features individualized field study in a Spanish-speaking milieu under the combined direction of a faculty advisor and an on-field supervisor. It provides students with a one-term immersion into Spanish language and culture with opportunities for participating in special research and/or service projects, family home stays, and/or field seminars. *Prerequisites: SPAN 201/202*

**SPAN 311 Civilization of Spain (3)**

The course covers Spanish history from early development through the modern era. The country's art, literature, religion, and architecture are discussed simultaneously with related historical events. Class is conducted in Spanish. *Prerequisites: SPAN 201/202, SPAN 320 (SPAN 301 recommended); or department approval*

## MODERN LANGUAGES

### **SPAN 312 Latin American Civilization (3)**

This course surveys the history and aspects of the literature, art, and institutions of Latin America from pre-Columbian time to the modern age. Class is conducted in Spanish. *Prerequisites: SPAN 201/202, SPAN 320 (SPAN 301 recommended); or department approval*

### **SPAN 320 Advanced Spanish Composition (3)**

In this writing course, students deal with composition techniques and creative writing in the Spanish language. Various writing styles are covered. *Prerequisites: SPAN 201/202*

### **SPAN 421 Survey of Spanish Literature (3)**

The development of literature from El Cid and the recently discovered jarchas through the 20<sup>th</sup> century is reviewed. This is a survey course which acquaints students with the major periods of Spanish literature and the outstanding writers of Spain. Class is conducted in Spanish. *Prerequisites: SPAN 201/202, SPAN 320 (SPAN 301 recommended); or department approval*

### **SPAN 422 Survey of Latin American Literature (3)**

This course begins with pre-Columbian literature in Latin America and continues through the present day. It is intended as a survey of prominent authors and their works. Class is conducted in Spanish. *Prerequisites: SPAN 201/202, SPAN 320 (SPAN 301 recommended); or department approval*

### **SPAN 431 Spanish Language Poetry and Short Story (3)**

An introduction to exemplary poetry and short stories of Spanish and/or Spanish American authors is provided. Several works are explored in-depth during the course. Actual title may vary from term to term. *Prerequisites: SPAN 201/202, SPAN 320 (SPAN 301 recommended); or department approval*

### **SPAN 432 Literary Masters (3)**

This course provides students with a detailed understanding of select outstanding Spanish and Latin American literary works and the great authors who wrote them. Because the authors under study are divided over three semesters, the course may be repeated for credit. *Prerequisites: SPAN 201/202, SPAN 320 (SPAN 301 recommended); or department approval*

### **SPAN 440 Spanish Applied Linguistics (3)**

A study of the basic components of language (sounds, word structures, grammatical patterns, and meaning constructions), error analysis, and contrastive analysis in Spanish is offered. The course includes a review of Spanish dialectal differences, their origins, and social implications. *Prerequisites: SPAN 201/202, 320, (301 recommended), or department approval*

### **SPAN 450 Spanish Language Pedagogy (3)**

Analysis and discussion of second-language acquisition theory, and the various instructional strategies, technologies, materials, and assessment techniques in Spanish teaching and learning are covered. *Prerequisites: SPAN 201/202, SPAN 320 (SPAN 301 recommended); or department approval*

### **SPAN 480 Capstone Seminar (3)**

This course provides the opportunity for students to reflect upon, reinterpret, and organize the linguistic, cultural, and literary information they have pursued throughout previous semesters. In concert with the professor, a complete overview of students' language experience within the program helps define the direction of their individualized study for the semester. Such study culminates in a personally designed Capstone Seminar oral presentation, to be given at the end of the semester. *This course does not meet the Senior Seminar core requirement for the General Studies Program. Prerequisites: Spanish majors only, and senior standing*

### **SPAN 494 Internship (3)**

For students planning to teach Spanish, this course provides an opportunity for directed experiences in applying foreign language skills to specific tasks. The tasks are arranged individually and supervised directly by the instructor. Tasks are geared to the individual goals of the student. *Enrollment is contingent upon department approval and requires the independent study petition process through the Office of the Registrar. Prerequisites: SPAN 201/202*

### **SPAN 495 Special Topics in Spanish (3)**

This course allows offerings of diverse topics in Hispanic studies that are not covered by other required department courses. Special interests of faculty and students may be targeted under this category. Culture, politics, and translation are examples of special topics. *May be repeated for credit. Prerequisite: SPAN 421 or SPAN 422*

### **SPAN 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class. Prerequisite: department approval*

## Other Modern Languages

### **ASL 101 American Sign Language (4)**

*Lecture, 3 hours; Lab 1 hour*

American Sign Language is offered for students interested in learning basic ASL linguistic structure, vocabulary, and conversational strategies and understanding deaf culture. Classes meet four hours weekly. *Meets the general studies requirement for University Skills and Requirements; two semesters of the same language required.*

### **ASL 102 American Sign Language II (4)**

*Lecture, 3 hours; Lab 1 hour*

This is the second semester course of American Sign Language in a sequence that continues the study of structure, vocabulary, and conversational strategies of ASL as it is used within deaf culture. *Meets the general studies requirement for University Skills and Requirements; two semesters of the same language required. Prerequisite: ASL 101 or equivalent or instructor approval (proficiency determined by instructor-administered assessment)*

### **CHIN 101 Elementary Chinese I (4)**

*Lecture, 3 hours; Lab 1 hour*

This two-course sequence emphasizes practical Chinese communication in real-life situations for beginners. The courses address the basic pronunciation, intonation, and structure of the Chinese language within a framework designed to develop listening, speaking, reading, and writing skills. Related cultural presentations supplement language study. Classes meet four hours weekly. *Meets the general studies requirement for University Skills and Requirements; two semesters of the same language required.*

### **CHIN 102 Elementary Chinese II (4)**

*Lecture, 3 hours; Lab 1 hour*

This course is a continuation of CHIN 101. *Meets the general studies requirement for University Skills and Requirements; two semesters of the same language required. Prerequisites: CHIN 101, or department approval*

### **FREN 101 Elementary French I (4)**

*Lecture, 3 hours; Lab 1 hour*

This two-course sequence emphasizes practical French communication in real-life situations for beginners. The courses address the basic pronunciation, intonation, and structure of French within a framework designed to develop listening, speaking, reading, and writing skills. Related cultural presentations supplement language study. Classes meet four hours weekly. *Meets the general studies requirement for University Skills and Requirements; two semesters of the same language required.*

### **FREN 102 Elementary French II (4)**

*Lecture, 3 hours; Lab 1 hour*

This course is a continuation of FREN 101. *Meets the general studies requirement for University Skills and Requirements; two semesters of the same language required. Prerequisites: FREN 101, or department approval*

### **FREN 201 Intermediate French I (3)**

This two-course sequence is a continuation of FREN 101/102, and consists of a thorough review of grammar, expansion of students' vocabulary, conversation practice, and a variety of guided writing experiences. Related cultural media and literary excerpts are integrated into the course. *Prerequisites: FREN 101/102, or an appropriate French CLEP Exam score, or department approval*



## COLLEGE OF LIBERAL ARTS AND SCIENCES

### **FREN 202 Intermediate French II (3)**

This course is a continuation of FREN 201. *Prerequisites: FREN 201, or an appropriate French CLEP Exam score, or department approval*

### **GERM 101 Elementary German I (4)**

*Lecture, 3 hours; Lab 1 hour*

This two-course sequence emphasizes practical German communication in real-life situations for beginners. The courses address the basic pronunciation, intonation, and structure of German within a framework designed to develop basic listening, speaking, reading, and writing skills. Related cultural presentations supplement language study. Classes meet four hours weekly. *Meets the general studies requirement for University Skills and Requirements; two semesters of the same language required.*

### **GERM 102 Elementary German II (4)**

*Lecture, 3 hours; Lab 1 hour*

This course is a continuation of GERM 101. *Meets the general studies requirement for University Skills and Requirements; two semesters of the same language required. Prerequisites: GERM 101, or department approval*

### **GERM 201 Intermediate German I (3)**

This two-course sequence is a continuation of GERM 101/102, and consists of a thorough review of grammar, expansion of students' vocabulary, conversation practice, and a variety of guided writing experiences. Related cultural media and literary excerpts are integrated into the course. *Prerequisites: GERM 101/102, an appropriate German CLEP Exam score, or department approval*

### **GERM 202 Intermediate German II (3)**

This course is a continuation of GERM 201. *Prerequisites: GERM 201, or an appropriate German CLEP Exam score, or department approval*

### **JAPA 101 Elementary Japanese I (4)**

*Lecture, 3 hours; Lab 1 hour*

This two-course sequence emphasizes practical Japanese communication in real-life situations for beginners. The courses address the basic pronunciation, intonation, and structure of Japanese within a framework designed to develop listening, speaking, reading, and writing skills. Related cultural presentations supplement language study. Classes meet four hours weekly. *Meets the general studies requirement for University Skills and Requirements; two semesters of the same language required.*

### **JAPA 102 Elementary Japanese II (4)**

*Lecture, 3 hours; Lab 1 hour*

This course is a continuation of JAPA 101. *Meets the general studies requirement for University Skills and Requirements; two semesters of the same language required. Prerequisites: JAPA 101, or department approval*

### **MODL 101 Modern Language I (4)**

*Lecture, 3 hours; Lab 1 hour*

This is the first of a two-course sequence that addresses the pronunciation, intonation, and structure of the language within a framework which develops basic listening, speaking, reading, and writing skills. Related aspects of the culture supplement the language study. Initial language options are (but not limited to) Russian, Italian, Korean, or Portuguese. It is the department's intention to offer at least one of these languages each year. Classes meet four hours weekly. *Meets the general studies requirement for University Skills and Requirements; two semesters of the same language required.*

### **MODL 102 Modern Language II (4)**

*Lecture, 3 hours; Lab 1 hour*

This is the second of a two-course sequence that addresses the pronunciation, intonation, and structure of the language within a framework which develops basic listening, speaking, reading, and writing skills. Related aspects of the culture supplement the language study. Initial language options are (but not limited to) Russian, Italian, Korean or Portuguese. It is the department's intention to offer at least one of these languages each year. *Meets the general studies requirement for University Skills and Requirements. Prerequisite: MODL 101 of the same language*

### **MODL 250 Self-Directed Language Study (1-3)**

This is the first semester of a self-directed language study course, which requires dedicated individual effort on the part of the student, as the course progresses at an accelerated pace. Students meet with the professor prior to signing up for the course in order to determine goals, method of study, required personal discipline, responsibilities, and schedule of periodic meetings with the professor. Thus, prior acceptance by the professor is required. *Prerequisites: Completed general studies language requirement and junior/senior standing or instructor approval*

### **MODL 251 Self-Directed Language Study II (1-3)**

This is the second semester of a self-directed language study course, which requires dedicated individual effort on the part of the student, as the course progresses at an accelerated pace. Students meet with the professor prior to signing up for the course in order to determine goals, method of study, required personal discipline, responsibilities, and schedule of periodic meetings with the professor. Thus, prior acceptance by the professor is required. *Prerequisites: Completed general studies language requirement, MODL 250 (in the same language), and junior/senior standing or instructor approval*

## Teacher Education

### **TEP 518 Methods of Teaching Reading and Writing, 7-12 (3)**

This course includes intensive instruction in reading and language arts methods that is grounded in methodically sound research. Exposure to well-designed instructional programs enables students to examine a comprehensive, systematic program of instruction that is aligned with the state-adopted academic content standards for student in English Language Arts and the Reading/Language Arts Framework. Students study explicit and meaningfully applied instruction in reading, writing, and related language skills and strategies and methods of guiding and developing the content-based reading and writing abilities of all students. Including students with varied reading levels and language backgrounds. *Prerequisite: admission to Single-Subject Credential Program; corequisites: TEP 508 and TEP 568A*

### **TEP 528 Teaching Strategies, 7-12 (3)**

Various strategies of instruction commonly used in secondary schools are explored. Students have opportunities to plan instructional experiences and evaluate their use. *Prerequisite: admission to Single-Subject Credential Program; corequisites: TEP 558 and TEP 568B*

### **TEP 548 Curriculum Planning and Assessment, 7-12 (3)**

The assessment, content, and methods of secondary education are examined. *Prerequisite: admission to Single-Subject Credential Program; corequisites: TEP 578A and TEP 588*

### **TEP 558 Methods of Teaching English Language Learners, 7-12 (3)**

This course involves research, resources, and methodology for delivering a balanced, comprehensive program of instruction in reading, writing, and related language arts areas in linguistically and/or culturally diverse single-subject classrooms. Prospective teachers gain opportunities to examine, analyze, apply, and evaluate general and specific teaching strategies and materials focusing on English language acquisition for English learners (ELL), utilizing sheltered English strategies (SDAIE), and focusing on acquisition of all related content areas. *Prerequisite: admission to Single-Subject Credential Program; corequisites: TEP 528 and TEP 568B*

### **TEP 568A Field Experience I, 7-12 (1)**

This course offers practical field experience enabling candidates to comprehend the principles, practices, and content presented in the related corequisite course. This course also enables the institution to determine when candidates are ready to begin daily, supervised teaching. *Prerequisite: admission to Single-Subject Credential Program; corequisites: TEP 508 and TEP 518*

### **TEP 568B Field Experience II, 7-12 (1)**

This course offers practical field experience enabling candidates to comprehend the principles, practices, and content presented in the related corequisite course. This course also enables the institution to determine when candidates are ready to begin daily, supervised teaching. *Prerequisite: admission to Single-Subject Credential Program and TEP 568A; corequisites: TEP 528 and TEP 558*

## MODERN LANGUAGES

### **TEP 578A Student Teaching I, 7-12 (2)**

Students complete a semester of full-time, supervised student teaching in appropriate public school 7-12 classrooms, with assignments at the primary and intermediate level. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CCTC requirements and other applicable state requirements are recommended for the SB 2042 Preliminary Single-Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by November 1 for the spring semester. *Prerequisite: admission to Single-Subject Credential Program; student must submit application and be cleared prior to student teaching; corequisites: TEP 548 and TEP 588*

### **TEP 578B Student Teaching II, 7-12 (2)**

Students complete a semester of full-time, supervised student teaching in appropriate public school 7-12 classrooms, with assignments at the primary and intermediate level. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CCTC requirements and other applicable state requirements are recommended for the SB 2042 Preliminary Single-Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by November 1 for the spring semester. *Prerequisites: admission to Single-Subject Credential Program and TEP 578A; corequisites: EDUC 405 and EDUC 504*

### **TEP 588 Student Teaching Seminar, 7-12 (3)**

The purpose of the seminar is to discuss problems common to student teachers in 7-12 classrooms, address individual concerns, and readdress legal issues. The course culminates in the presentation of a professional teaching portfolio completed throughout the credential program. Extensive use is made of outside resource people. *Prerequisites: Students must be admitted to the Teacher Education and Single-Subject Credential programs. A school placement for student teaching is required for enrollment. This course is offered for students who have applied and have been cleared for student teaching prior to the beginning of this class. Corequisites for Single-Subject Credential students: TEP 548 and TEP 578A*

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

# Department of Psychology

## Faculty

*Chair and Professor: Brian Eck, Ph.D.*

*Professors: Thomas Malcolm, Ph.D.; Alan Oda, Ph.D.*

*Associate Professors: Curtis C. Hsia, Ph.D.; Loren Martin, Ph.D.*

*Assistant Professors: Juanita Cole, Ph.D.;*

*Stephen S. Lambert, M.Div., M.S., M.F.T.; Linnea Larson, Ph.D.;*

*Annie Tsai, Ph.D.*

## Mission

The Department of Psychology at Azusa Pacific University is a community of Christian scholars, who, with their diverse backgrounds and expertise in understanding human behavior in society, are committed to enhancing the development of students through intellectual challenge, experiential learning, personal growth, and spiritual discovery so that students develop their potential and are prepared for where God is leading them to serve.

## Learning Outcomes

Students who successfully complete the programs in the Department of Psychology will be able to:

1. Articulate their own values, interests, and abilities.
2. Demonstrate an ability to integrate psychology and the Christian faith.
3. Demonstrate respect for human diversity.
4. Demonstrate the skills necessary to work effectively with others.
5. Demonstrate an understanding of the importance of ethical practice in the discipline.
6. Demonstrate skill in conducting research in psychology.
7. Demonstrate a basic knowledge of the methods, theories, and concepts upon which the discipline of psychology is based.
8. Speak and write effectively in the discourse of the discipline in order to communicate effectively with others in the profession.
9. Demonstrate the skills to pursue a variety of post-baccalaureate alternatives.
10. Articulate an understanding of a global, intercultural perspective.
11. Show a willingness to engage in service to the community as a reflection of their faith commitment.

## Department Overview

The Department of Psychology at Azusa Pacific University assists students in developing the skills necessary for the observation, understanding, and analysis of human behavior. Study in psychology provides a foundational background for a broad variety of careers in which the understanding of human behavior and social processes is useful.

In their study of psychology, students are encouraged to engage in personal exploration and development within the spirit of community. Students gain a greater awareness of their strengths, skills, and areas for personal, intellectual, and spiritual growth.

Each faculty member is a committed Christian with an interest in the individual student. As a department, the faculty are committed to preparing students for a wide range of post-baccalaureate work in psychology and related disciplines, and helping students discuss and reflect upon the relationship of psychology and their Christian faith.

Programs and activities associated with psychology are planned by the faculty, Psi Chi, and the Psychology Club at various times during the year. These activities include field trips, the monthly meeting of the Christian Association for Psychological Studies, in which students interact with area Christian psychology professionals, as well as informal gatherings where psychology majors receive support and information to help them successfully navigate their program requirements, meet other students, and understand career opportunities.

## Career Opportunities

Graduates with a bachelor's degree in psychology have a foundational background for a broad variety of careers in business and human services. These include entry-level jobs in mental health and community service agencies or human resources. For advanced work such as testing, counseling, or consulting, a master's degree is generally the minimum requirement. Psychologists with doctoral degrees qualify for more advanced counseling, research, and teaching positions. Psychology majors with advanced degrees may pursue careers in educational, developmental, child, family, health, sports, industrial/organizational, ministry, and experimental psychology. They may also pursue licensure as clinical, counseling, school psychologists, and marriage and family therapists. For students interested in earning an advanced degree, Azusa Pacific University offers a Master of Arts in Clinical Psychology with an emphasis in Marriage and Family Therapy, and a Doctor of Psychology in Clinical Psychology with an emphasis in Family Psychology.

## Requirements for the Psychology Major

**49-63 units**

The core requirements of the psychology major provide students with a grounding in the primary areas of the discipline and an understanding of the basics of human behavior.

Students must maintain a C- grade in all courses required for the major or the minor. Students must achieve an average GPA of 2.5 in the courses counted for the psychology major or minor.

### Core Requirements

**31 units**

#### Understanding the field of psychology

PSYC	110	General Psychology*	3
PSYC	340	History of Psychology	3

#### Understanding human behavior

PSYC	225	Personal and Social Adjustment*	3
PSYC	290	Human Growth and Development*	3
PSYC	360	Abnormal Psychology	3
PSYC	380	Psychology of Personality	3
PSYC	400	Cross-Cultural Psychology**	3
PSYC	425	Social Psychology	3

#### Understanding the basics of psychological research

PSYC	299	Applied Statistics	3
PSYC	362	Research Methods in Psychology***	4

\*Meets a General Studies Core (or elective) requirement.

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

## PSYCHOLOGY

### Requirements for Psychology Concentrations 18-32 units

Beyond core requirements, students complete the major requirements by choosing a concentration. Based on a student's primary interests, the choice of a concentration enables the student to begin to prepare for post-baccalaureate work in psychology. Concentrations should be declared in the spring semester of the sophomore year.

The department offers eight concentrations to assist students in preparing for careers in psychology.

Students seeking further information on careers which correspond to the concentrations offered by the department should contact the appropriate division of the American Psychological Association (APA). The division identified with each concentration represents professionals working in that sub-specialty of the field of psychology.

#### Child Life

Division 54, Society of Pediatric Psychology

#### Counseling Psychology

Division 12, Society of Clinical Psychology

Division 17, Counseling Psychology

Division 29, Psychotherapy

#### Family and Child

Division 43, Family Psychology

#### Health Psychology

Division 38, Health Psychology

#### Industrial/Organizational Psychology

Division 14, Society for Industrial and Organizational Psychology

#### Psychology and Ministry

Division 36, Psychology of Religion

#### Psychological Sciences

Division 3, Experimental Psychology

#### Sports Psychology

Division 49, Exercise and Sport Psychology

### Child Life Specialist Concentration 32 units

The Child Life Specialist program offers a unique approach by which students receive a solid theoretical and experiential background in the psychological sciences which prepares them not only for the Child Life Specialist Exam, but also for further graduate study in child life or other areas of the behavioral sciences. Students in the Child Life Program have good preparation both academically and clinically for work in child life. Students receive cross-disciplinary instruction from specialists in recreational, art, play, family, and child therapies. Child life students will also be prepared to work in a variety of settings including early childhood education, child development centers, and special education settings.

#### Required General Studies Requirements

ENGL	434	Children's Literature**	3
------	-----	-------------------------	---

Select one of the following:

BIOL	101/101L	Fundamentals of Biology*	4
BIOL	151/151L	General Biology*	4

#### Recommended General Studies Foreign Language Requirement

It is recommended that the Child Life Specialist Student take Spanish or American Sign Language. These two options best meet the needs of children in this geographic region.

### Required Psychology Courses 25 units

PSYC	345	Child and Adolescent Psychology	3
PSYC	385	Health Psychology	3
PSYC	430	Intervention Strategies for Children	3
PSYC	432	Recreational Play and Psychosocial Interventions for the Ill and Injured Child	3

PSYC	445	Psychology of Family	3
PSYC	450	Counseling	3
PSYC	455	Behavioral Science Practicum-Child Life Specialist	3
PSYC	485	Stress and Coping	3
PSYC	494	Professional Studies in Child Life	1

#### Recommended Courses

AT	160	Acute Care of Injury and Illness	2
BIOL	115	Anatomy and Physiology	4
PSYC	440	Psychology of Religion**	3
SOCW	351	Child Welfare***	3
UNRS	380	Transcultural Health Care Outreach	2

\*Meets a General Studies Core (or elective) requirement.

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

### Counseling Psychology Concentration 18 units

The counseling psychology concentration is directed toward students who have an interest in developing a background in foundational counseling theories, skills, and methods. This concentration prepares students for advanced study leading to positions in clinical or counseling psychology, social agencies, or church-based counseling ministries.

#### Required Courses 18 units

PSYC	415	Group Process	3
PSYC	445	Psychology of Family	3
PSYC	450	Counseling	3
PSYC	480	Psychological Testing and Measurement	3

Select one of the following:

PSYC	455	Behavioral Science Practicum	3
PSYC	475	Research Methods Practicum	3

Select one of the following:

PSYC	390	Cognition	3
PSYC	405	Psychology of Learning	3

#### Recommended Courses

COMM	420	Conflict Management**/***	3
PSYC	430	Intervention Strategies for Children	3
PSYC	435	Psychology and Christianity: Integration Seminar	3
PSYC	440	Psychology of Religion**	3
PSYC	460	Behavior Science Practicum II	3
PSYC	485	Stress and Coping	3
SOC	358	Human Diversity**	3

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

### Family and Child Concentration 18 units

The family and child concentration provides background in the process of child and family development and the related issues of prevention and treatment. This concentration is directed toward students who are preparing for bachelor's-level work with children and families and/or graduate study.

#### Required Courses 18 units

PSYC	345	Psychology of Child and Adolescent Development	3
PSYC	355	Psychology of Adult Development	3
PSYC	410	Psychology of the Exceptional Child	3
PSYC	445	Psychology of Family	3

Select one of the following:

PSYC	455	Behavioral Science Practicum	3
PSYC	475	Research Methods Practicum	3

Select one of the following:

PSYC	430	Intervention Strategies for Children	3
PSYC	450	Counseling	3

## COLLEGE OF LIBERAL ARTS AND SCIENCES

### Recommended Courses

ENGL	434	Children's Literature**	3
PSYC	355	Adult Development	3
PSYC	390	Cognition	3
PSYC	440	Psychology of Religion**	3
PSYC	462	Advanced Research and Statistical Methods	3
PSYC	470	Physiological Psychology	3
SOC	230	Comparative Family Systems*	3
SOC	358	Human Diversity**	3
SOCW	310	Human Behavior and the Social Environment I*/^	3
SOCW	311	Human Behavior and the Social Environment II*/^	3

\*Meets a General Studies Core (or elective) requirement.

\*\*Meets a General Studies Elective requirement.

^Both classes must be taken to fulfill general studies requirements.

### General Psychology Concentration 18 units

The general psychology concentration is directed toward students who desire training in the field of psychology, but because of their unique career interests, goals, or life needs, are best served by selecting courses throughout the concentrations.

#### Required Courses 18 units

Any six upper-division electives offered by the department that are not part of the core requirement

### Health Psychology Concentration 18 units

The health psychology concentration increases the student's understanding of the field and prepares him/her for advanced study in this area of psychology. This emphasis involves understanding the psychological aspects related to promoting health behavior and how psychological principles can be applied to the treatment and prevention of illness.

#### Required Courses 18 units

PSYC	385	Health Psychology	3
PSYC	450	Counseling	3
PSYC	470	Physiological Psychology	3
PSYC	485	Stress and Coping	3

Select one of the following:

PSYC	345	Psychology of Child and Adolescent Development	3
PSYC	355	Psychology of Adult Development	3

Select one of the following:

PSYC	390	Cognition	3
PSYC	405	Psychology of Learning	3

#### Recommended Courses

BIOL	115	Anatomy and Physiology	4
BIOL	326	Neurobiology	4
BIOL	330	Gender Differences**	3
PSYC	440	Psychology of Religion**	3
PSYC	455	Behavioral Science Practicum	3
PSYC	475	Research Methods Practicum	3
PSYC	480	Psychological Testing and Measurements	3
SOCW	415	Addictions: Assessment and Intervention	3

### Industrial/Organizational Psychology Concentration 18 units

The industrial/organizational psychology concentration is directed toward students who have an interest in applying the knowledge and methods of psychology to business and organizational settings.

#### Required Courses 18 units

PSYC	355	Psychology of Adult Development	3
PSYC	370	Industrial/Organizational Psychology	3
PSYC	415	Group Process	3
PSYC	480	Psychological Testing and Measurement	3

Two of the following:

BUSI	445	Human Resource Development	3
BUSI	448	Organization and Administrative Behavior	3
MKTG	362	Consumer Behavior**	3

### Recommended Courses

BUSI	360	Principles of Marketing	3
COMM	200	Understanding Mass Communication	3
COMM	425	Interpersonal Communication Processes	3
COMM	330	Small-Group Communication**	3
GLBL/COMM	310	Intercultural Communication**	3
PSYC	455	Behavioral Science Practicum I	3
PSYC	475	Research Methods Practicum	3

\*\*Meets a General Studies Elective requirement.

### Psychology and Ministry Concentration 18 units

The psychology and ministry concentration is directed toward students who are interested in applying the methods and principles of psychology to church- and ministry-related settings.

#### Required Courses 18 units

PSYC	435	Psychology and Christianity: Integration Seminar	3
PSYC	440	Psychology of Religion**	3
PSYC	445	Psychology of the Family	3

Select one of the following:

PSYC	415	Group Process	3
PSYC	450	Counseling	3

Two of the following:

CMIN	336	Family Development and Ministry	3
CMIN	428	Church and Society	3
CMIN	466	Adult Development and Spiritual Formation	3

— or —

Two courses in psychology from the Focus on the Family Institute

### Recommended Courses

COMM	330	Small-Group Communication**	3
COMM	425	Interpersonal Communication Processes	3
PHIL	340	Concepts of Human Nature*/***	3
THEO	363	Contemporary Christian Thought*	3
THEO	422	Individual and Society	3

\*Meets a General Studies Core (or elective) requirement.

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

### Psychological Sciences Concentration 18 units

The psychological sciences concentration is directed toward students who have an interest in pursuing doctoral studies in psychology. Students develop the skills and background necessary for producing and evaluating psychological research and applying research methodologies.

#### Required Courses 18 units

PSYC	462	Advanced Research and Statistical Methods	3
PSYC	475	Research Methods Practicum	3
PSYC	480	Psychological Testing and Measurement	3

Any 3 of the following 5 courses

PSYC	345	Psychology of Child and Adolescent Development	3
PSYC	385	Health Psychology	3
PSYC	390	Cognition	3
PSYC	405	Psychology of Learning	3
PSYC	470	Physiological Psychology	3

### Recommended Courses

PSYC	440	Psychology of Religion**	3
PSYC	355	Psychology of Adult Development	3
PSYC	435	Psychology and Christianity: Integration Seminar	3

\*\*Meets a General Studies Elective requirement.

## PSYCHOLOGY

### Sports Psychology Concentration

**18 units**

The sports psychology concentration increases the student's understanding of the field and prepares him/her for advanced study in this area of psychology. This emphasis involves the study and understanding of the psychological factors associated with performance in sports and other types of physical activity.

#### Required Courses

**6 courses**

PSYC	330	Sports Psychology	3
PSYC	385	Health Psychology	3
PSYC	415	Group Process	3
PSYC	450	Counseling	3
PSYC	485	Stress and Coping	3

Select one of the following:

PSYC	345	Psychology of Child and Adolescent Development	3
PSYC	355	Psychology of Adult Development	3

#### Recommended Courses

AES	363	Physiology of Exercise	4
AES	364	Kinesiology	3
BIOL	115	Anatomy and Physiology	4
BIOL	330	Gender Differences**	3
PE	325	Motor Development and Learning	3
PE	406	Sociology of Sport	3
PE	474	Practicum in Coaching	2
PSYC	480	Psychological Testing and Measurement	3

\*\*Meets a General Studies Elective requirement.

### Requirements for the Psychology Minor

**21 units**

PSYC	110	General Psychology*	3
PSYC	225	Personal and Social Adjustment*	3
PSYC	290	Human Growth and Development*	3
PSYC	360	Abnormal Psychology	3
PSYC	380	Psychology of Personality	3

Two upper-division psychology electives 6

\*Meets a General Studies Core (or elective) requirement.

## Course Descriptions

### Psychology

#### PSYC 110 General Psychology (3)

This general survey course explores the field of psychology. It includes human development, social psychology, learning, perception, cognition, motivation, personality, psychological testing, and nervous system functioning. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Meets the general studies core requirement in Identity and Relationships.*

#### PSYC 225 Personal and Social Adjustment (3)

Students become familiar with the concept of the "fully functioning individual" and some of the ways of attaining and maintaining such a level of functioning. Facilitation of personal growth through self-awareness and interpersonal relationships are the major emphasis of this course. The course is recommended to students who wish to understand more fully their own psychological functioning. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Meets the general studies core requirement in Identity and Relationships.*

#### PSYC 290 Human Growth and Development (3)

This study of human development across the life span emphasizes a multidisciplinary perspective, including such areas as psychology, sociology, processes as social interaction, and the tools for applying developmental psychology to life situations. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Meets general studies core requirement in Identity and Relationships.*

#### PSYC 299 Applied Statistics (3)

This is an elementary course in basic statistical concepts. Students are introduced to the understanding and use of necessary computational procedures to attain the basic skills in the following: frequency distributions, graphs, central tendency, variability, normal curve, probabilities, correlation, hypothesis testing, and chi square. Understanding and use of the above statistics are stressed over mathematical development. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: MATH 110 or equivalent*

#### PSYC 330 Sports Psychology (3)

Sports psychology is a survey course that explores the role of psychology as it is related to the enhancement of athletic performance. Emphasis is on areas related to sports and physical activity such as motivation, self-confidence, goal setting, burnout, anxiety, healthy attitudes toward sports participation, and other sports-related activity. Emphasis is on critically reviewing sports psychology literature and research in an attempt to separate effective and ineffective psychology-related approaches to sport activity. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

#### PSYC 340 History of Psychology (3)

The historical growth of psychological science is surveyed. This course focuses on major theorists and their ideas in relation to the historical context as well as current psychological issues. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110 and PSYC 290*

#### PSYC 345 Psychology of Child and Adolescent Development (3)

This course is an advanced examination of emotional, cognitive, physical, and social development from infancy through adolescence. The process of human development as a complex interaction of biological and sociocultural factors are reviewed. Contemporary research topics focusing on genetics, fertility, attachment, communication, cognitive, and moral aspects of development are examined. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110 and PSYC 290*

#### PSYC 355 Psychology of Adult Development (3)

This course is an advanced examination of the emotional, cognitive, physical, and social development of individuals from young adulthood through the end of life. The process of adult development as an interplay of biological, psychological, cognitive, and psychosocial aspects are examined. The emphasis is on normal patterns in personal and emotional development in adulthood, as well as on contemporary research in areas of health, gender, marriage and relationships, family and parenting, ethnic/ecological systems, work, ethics, and morality. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110 and PSYC 290*

#### PSYC 360 Abnormal Psychology (3)

The major focus of this course is mental illness and abnormal behavior, in light of modern theory and knowledge. Current trends and modern methods of diagnosis, understanding, treatment, and prevention are discussed. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110 and PSYC 290*

#### PSYC 362 Research Methods in Psychology (4)

Students engage in a comprehensive overview of both quantitative and qualitative research methods used in psychological research, along with an understanding of the ethical considerations and other challenges involved in good research design. Students also engage in an original research project and learn to write utilizing the style adopted by the American Psychological Association. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Meets the general studies upper-division writing intensive requirement. Prerequisites: PSYC 110 and PSYC 290*

**PSYC 370 Industrial/Organizational Psychology (3)**

Students survey the basic behavioral science research and thinking as they contribute to industrial and organizational psychology, including worker attitudes and theories of motivation, organizational structure and communication, theories of leadership and decision making, conflict resolution, and methods of personnel selection and appraisal. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

**PSYC 380 Psychology of Personality (3)**

This course acquaints students with the various basic elements of personality and their integration. Students explore concepts regarding the basic components of personality and the processes that undergird an individual's growth and behavior. The course also reviews current and traditional theories of personality. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110 and PSYC 290*

**PSYC 385 Health Psychology (3)**

This is a survey course exploring the role of psychology as it is related to human physiology and the health field. Topics include basic neurology, stress management, nutrition, addictive substances, immunological disorders, and other relevant psychophysiological areas. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110, PSYC 290, and one biology course*

**PSYC 390 Cognition (3)**

This course provides students with an overview of issues in cognitive psychology. Theories and research concerning perception, memory, and other higher-order mental processes such as imagery, general knowledge, language, problem solving and creativity, concept formation, logical reasoning, and decision making are discussed. Many of these topics are viewed from a developmental perspective in order to understand the genesis and progress of different cognitive skills. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

**PSYC 400 Cross-Cultural Psychology (3)**

This course presents major theological theories and practices from a multicultural perspective, emphasizing shared components across cultures. A historical overview of different minority groups in the United States and how these people groups have adjusted and adapted to new cultures is presented. Students explore major psychological theories and practices from a multicultural perspective, with an emphasis on the cultural sources of diversity in thinking, emotion, motivation, self, development, and psychopathology. This course is designed to help individuals begin to understand the need for issues of being culturally competent in working with individuals from diverse backgrounds. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Meets the general studies elective requirement. Prerequisite: PSYC 110*

**PSYC 405 Psychology of Learning (3)**

This course examines several major theories and research in the psychology of learning. How learning theories have developed historically and how learning principles apply to psychological problems are also explored. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

**PSYC 410 Psychology of Exceptional Children (3)**

Students examine and analyze the problems faced by the exceptional child. The study includes physical and emotional adjustment, speech and language disorders, various childhood disorders such as mental retardation and depression, and other childhood mental and physical disorders. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110 and PSYC 290*

**PSYC 415 Group Process (3)**

Students survey the basic behavioral science research and thinking as applied to human interaction in groups. This includes such topics as group formation, phases, structure, types and uses of groups, group communication, group conflict resolution, and methods of group leadership. The course includes the observation and evaluation of group interaction. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

**PSYC 425 Social Psychology (3)**

The relationships between social interaction processes and individual behavior are studied. The course familiarizes the student with a variety of perspectives on social behavior, encourages the student to become a careful observer of social interaction through systematic research, and examines the implications of sociopsychological theory and research for present and future changes in the structure of human relationships. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

**PSYC 430 Intervention Strategies with Children (3)**

This course provides an introduction to a broad range of assessment and intervention strategies designed to meet the developmental, psychomotor, language, behavioral, and educational needs of children. Issues of normative and non-normative child and family functioning in child assessment and intervention planning are considered. Observational techniques, standardized tests, informal assessment measures, developmental assessments, and alternatives to current testing practices are discussed and reviewed from the multiple disciplines impacting child assessment and intervention. The broad range of modalities utilized in intervention with children is given strong emphasis with observation and student practice required at an intervention site. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110, PSYC 290, PSYC 345, and PSYC 410*

**PSYC 432 Recreational and Psychosocial Interventions for the Ill and Injured Child (3)**

This is a core course in the Child Life Specialist curriculum. Course content includes a wide range of recreational and psychosocial interventions for children who are hospitalized, chronically ill, or children with disabilities. Students will understand various intervention techniques using developmental play, music, art, dance, and other forms of recreation. Students gain understanding of the role of the child life specialist as a member of an interdisciplinary medical team. *Prerequisites: PSYC 110, PSYC 290, PSYC 385, and instructor permission*

**PSYC 435 Psychology and Christianity: Integration Seminar (3)**

This class makes explicit what each psychology class at Azusa Pacific does implicitly: integrate the discipline of psychology with the Christian faith. It examines the theoretical and theological issues involved in this process and then probes specific areas within the field of psychology. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

**PSYC 440 Psychology of Religion (3)**

This course investigates the common ground between psychology and religion. Values, mature religion, the nature of humanity, and religious experience are all areas of study for this purpose. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Meets the general studies elective requirement. Prerequisite: PSYC 110*

**PSYC 445 Psychology of the Family (3)**

This course provides an overview of the field of family psychology. The three primary areas of study are: family systems theory, the family lifecycle, and the exploration of several theoretical frameworks for the study of families. Students are given the opportunity to apply these concepts to their own family of origin. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110 and PSYC 290*

**PSYC 450 Counseling (3)**

This course is an introduction to counseling and psychotherapy. Theories and research on the helping relationship are explored. A major portion of the course emphasizes understanding and practicing basic helping skills. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110 and junior or senior standing, PSYC 290, and PSYC 380*

## PSYCHOLOGY

### **PSYC 452 Cognitive Behavioral Therapy (3)**

This course focuses on teaching junior and senior students an understanding of both behavioral therapy (BT) and cognitive behavioral therapy (CBT). While students study the theoretical framework of BT and CBT, they learn how to apply specific cognitive and behavioral skills in myriad settings including nursing, physical education, psychology, and education. *Prerequisites: PSYC 110 and PSYC 405*

### **PSYC 455 Behavioral Science Practicum I (3)**

This course is designed for students who have completed most of the psychology or sociology major requirements. Each student participates in one or more endeavor(s) that offer(s) an opportunity to apply former training in a professional setting while acquiring new knowledge. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

### **PSYC 460 Behavioral Science Practicum II (3)**

This course is designed for students who have completed most of the psychology or sociology major requirements. Each student participates in one or more endeavor(s) that offer(s) an opportunity to apply former training in a professional setting while acquiring new knowledge. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110 and PSYC 455*

### **PSYC 462 Advanced Research and Statistical Methods (3)**

The course is designed to further develop students' understanding of research design and the research process in the behavioral sciences. Students investigate at an advanced level the validity threats inherent in the research process and explore a variety of advanced research designs. Students have the opportunity to utilize various designs in their own research endeavors and learn to use SPSS for the analysis of their own research endeavors and data. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110, PSYC 299, and PSYC 362*

### **PSYC 465 Advanced General Psychology (3)**

This course is designed for the student interested in graduate study. It integrates the theories and concepts presented in the various undergraduate psychology courses and enables the student to achieve an eclectic understanding of psychology. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

### **PSYC 470 Physiological Psychology (3)**

The course examines the physiological basis of human behavior. The goal is to assess the role of sensation, central, peripheral nervous system functions, and glandular and muscular responses in the total organization of behavior. It includes an overview of current theory and research regarding psychophysical events. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisites: PSYC 110, and BIOL 101 or BIOL 151*

### **PSYC 475 Research Methods Practicum (3)**

This course gives students an opportunity to improve and expand upon their research skills and to conduct research of personal and professional interest. It provides an opportunity to integrate knowledge, skills, and interests in order to conduct a comprehensive research project. Successful completion of the course results in an APA-style paper and submission of a paper or poster presentation to a professional organization or in a professional setting. Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. *Prerequisites: PSYC 299, PSYC 362, and junior or senior standing*

### **PSYC 480 Psychological Testing and Measurement (3)**

Students gain a thorough background in objective tests and measurements. A brief survey is offered in intelligence, personality, organization, and industrial psychological measures. Terminology is developed, dangers and advantages of psychological instruments discussed, and each student is required to administer and interpret a number of instruments. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. The course is offered to juniors, seniors, and graduate students only. Prerequisites: PSYC 110, PSYC 299, and junior or senior standing; a materials fee applies*

### **PSYC 485 Stress and Coping (3)**

This course provides an overview of stress and coping theory as it has developed in the research literature in the last century. The interrelationships between stress and mental illness, medical diseases, and industrial-organizational factors are discussed. Students develop a basic understanding of stress as it relates to trauma and post-traumatic symptomatology. Students gain an understanding of basic stress management and coping techniques and their clinical applications. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. Prerequisite: PSYC 110*

### **PSYC 494 Professional Studies in Child Life (1)**

This course aids students in gaining a broad understanding of the field of child life and assists them in attaining knowledge regarding subspecialties within the field. The readings in this course meet the recommended reading list formulated by the National Child Life Council for students seeking certification as child life specialists. This course exposes the student to knowledge necessary for successful completion of the National Certification Test in the area of child life specialist. *Students in this course may be asked to share personal information. Prerequisites: PSYC 110, PSYC 290, and instructor's permission*

### **PSYC 495 Special Topics in Psychology (3)**

This course engages students in focused study of particular topics of direct relevance or urgency in the field of psychology which are not already discussed in the curriculum. Topics vary from semester to semester and may reflect new practices, theories, or faculty research interests in the field. This course may be taken more than once as topics change. *Prerequisites: PSYC 110; other courses may serve as prerequisites depending on the topic.*

### **PSYC 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed, by a student of upper-division standing and a full-time professor. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. An independent study fee is assessed for each enrollment in this class. Prerequisite: PSYC 110, PSYC 290, and junior or senior standing*

### **PSYC 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. An independent study fee is assessed for each enrollment in this class. Prerequisites: PSYC 110 and junior or senior standing*

### **PSYC 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, or artistic creation of a material form. No more than one unit may be used to fulfill preparatory readings requirement. *Students enrolled in this course may be required to share information regarding their personal life, family, or relationships. An independent study fee is assessed for each enrollment in this class. Prerequisites: upper-division writing intensive course completed or instructor's permission; junior or senior standing, PSYC 110*

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*



# Department of Theater, Film, and Television

## Faculty

*Chair and Professor: Bart McHenry, MFA*

*Professors: Monica Ganas, Ph.D.; John R. Hamilton, Ph.D.; Thomas Parham, Ph.D.*

*Associate Professors: Warren G. Koch, Ph.D.; Michael C. Smith, MFA*

*Assistant Professors: Jill Lincoln, M.A.; Rachel Tracie, Ph.D.*

*Lecturers: Erin Gaw, B.A.; Jack Gilbert, M.A.; Harry Gould, MFA; Francisco Martinez, B.S.; Brian Mercer, M.A.; Brenda Reinebach, M.A.; Stephanie Simpson, M.A.; Jeff Tirrell, M.A.*

## Mission

The Department of Theater, Film, and Television offers undergraduate degree programs in theater arts and cinematic arts, supports the general studies program with elective and core courses in theater and mass media, and prepares undergraduate students for professional placement and/or graduate programs. Department faculty emphasize the integration of a Christian worldview into the study of the history, theory, and philosophy of visual and performing arts, guiding students as they develop, write, produce, and evaluate creative efforts preparing them for careers in the fields of entertainment, education, and ministry.

## Goals

The Department of Theater, Film, and Television prepares students who can:

1. Apply the basic concepts of their undergraduate education and research to their life's work.
2. Understand the moral and ethical implications of the artist's responsibilities in the construction of communicative media.
3. Articulate and demonstrate an understanding of the dynamic and fruitful tension between a vibrant and foundational Christian faith and the challenges to be faced in the creation and development of creative and analytical work.
4. Define, defend, discuss, and analyze the complex ethical, social, philosophical, and moral issues endemic to the entertainment and communication industries, with insight, intelligence, humility, and spiritual discernment.
5. Demonstrate in writing and discussion a familiarity with and understanding of the history, theory, aesthetic philosophy, and cultural impact of theater, cinema, television, and broadcast arts, as well as insight into the events, issues, and perspectives that are the working knowledge of academics and professionals in the field.
6. Give evidence of a depth of knowledge and a breadth of

familiarity with the literature of the field, as well as the ability to examine, evaluate, and discuss, clearly and cogently, ideas and concepts contained in that literature.

7. Explore, articulate, document, and demonstrate an understanding of the creative process.
8. Initiate and participate in all the steps of the creative process studied in their chosen major.

## Career Opportunities

To enhance their career opportunities, students must complete a three-unit internship or capstone project prior to graduation. Graduates enter professions in the fields of media, broadcasting, television, film production, theater production, education, communications, ministry, performance, consulting, and sales. Many go on to graduate or professional school.

## Department Overview

The Department of Theater, Film, and Television offers two distinct majors: a Bachelor of Arts in Cinematic Arts (CA) and a Bachelor of Arts in Theater Arts (THTR). The cinematic arts program offers majors and minors in the tracks of screenwriting, cinema/television production, and critical studies. The theater arts major is constructed by students with their academic advisor by choosing courses from the areas of performance, theory and criticism, and applied theater. This enables the student to tailor the major to a particular career in theater including: directing, technical theater, dramaturgy, acting, or musical theater.

Additionally, students from other majors can earn a minor in theater arts which offers an overview of performance, production, and literary courses.

The department produces several faculty-directed main stage theater productions annually as well as student directed productions in its Mary Hill Theater. Additionally, several off-campus performance opportunities exist: The **Azusa Pacific Players**, a traveling drama ministry team, that performs at more than 30 venues each year; the **Azusa Renaissance Project**, a community outreach program that brings theater to the city of Azusa; and the **Senior Hollywood Showcase**, which introduces selected members of the graduating class to the Hollywood industry.

The department hosts two major film events each year: the **APU Film Premiere Night** and the **Faith and Media Arts Festival**, a symposium of industry professionals, alumni, and students.

The department also produces **Azusa Take-Off**, a satirical news program that airs on a local cable access channel, and the interdisciplinary **Sitcom Workshop**, a television program that utilizes writers, actors, technicians, and a television news broadcast. In addition, the student-run **Azusa Film Society** hosts the popular annual **48 Hour Film Festival**. Each year, the department co-sponsors several student film projects. APU student films received five awards at the Broadcast Education Association's 2008 national convention. Additionally, APU won top honors at the Reel Spirituality/Los Angeles Film Studies Center Film Festival and at the 2007 Imago Film Festival.

To graduate as department majors, students must maintain a minimum 2.0 grade-point average in their major courses.

## THEATER, FILM, AND TELEVISION

### Requirements for Cinematic Arts Major 31 units

All cinematic arts majors must complete the core requirements as well as the requirements for one of the tracks (Cinema/Television Production, Critical Studies, or Screenwriting).

#### Core Requirements

TFT 101	Christianity and the Creative Process*	3
TFT 260	Cinema-TV Production I	4
TFT 274	Story and Character	3
TFT 275	History Broadcasting and Electronic Media	3
TFT 285	History of Film**	3
TFT 295	Film and Television Business	3
TFT 341	Media Criticism and Theory	3

Select one of the following:

TFT 113	Acting Fundamentals	3
TFT 263	Broadcast Performance	3

Select one of the following:

TFT 375	Screenwriting***	3
TFT 387	Nonfiction Writing for Visual Media	3

Select one of the following:

TFT 475	Media Ministries^^^	3
TFT 490	Internship^	3
TFT 499	Capstone Project in Theater, Film, and Television	3

#### Cinema/Television Production Track 19-20 units

TFT 317	Cinematic Aesthetics	3
TFT 335	Cinema-TV Production II	4

Select one of the following:

TFT 311	Film and Literature	3
TFT 351	Film and Social Issues	3
TFT 495	Special Topics (Critical Studies)	3

Select two of the following:

TFT 320	Cinematography	3
TFT 321	Film/Video Editing	3
TFT 322	Sound Design	3
TFT 361	Producing and Production Management	3
TFT 423	Directing: Camera	3

Select one of the following:

TFT 415	Advanced Television Production	3
TFT 438	Advanced Documentary Film	4
TFT 462	Advanced Cinema Production	4

#### Critical Studies Track 15 units

TFT 311	Film and Literature	3
TFT 317	Cinematic Aesthetics	3
TFT 351	Film and Social Issues	3
TFT 360	Studies in Popular Culture	3

Select one of the following:

TFT 444	Advanced Film Theory	3
TFT 495	Special Topics (Critical Studies)	3

#### Screenwriting Track 18 units

TFT 361	Producing and Production Management	3
TFT 385	Intermediate Screen Writing	3
TFT 415	Advanced Television Production	3
TFT 485	Advanced Screenwriting	3

Select one of the following:

TFT 311	Film and Literature	3
TFT 351	Film and Social Issues	3
TFT 495	Special Topic (Critical Studies)	3

Select one of the following:

TFT 487	Television Writing: Episodic Drama	3
TFT 488	Television Writing: Situation Comedy	3
TFT 498	Directed Research: Screenwriting Practicum^^	3

\*Meets a General Studies Core (or Elective) requirement

\*\*Meets a General Studies Elective requirement

\*\*\*Meets the Upper-Division Writing Intensive requirement

^TFT 490 is a variable unit class (1-3 units). 3 units must be taken to fulfill this requirement.

^^TFT 498 is a variable unit class (1-3 units). 3 units must be taken to fulfill this requirement.

^^^May be repeated up to a maximum of 6 units. Only 3 units count toward the major.

#### Requirements for the Cinema/Television Production Minor 26-27 units

TFT 101	Christianity and the Creative Process*	3
TFT 260	Cinema-TV Production I	4
TFT 317	Cinematic Aesthetics	3
TFT 335	Cinema-TV Production II	4

Select one of the following:

TFT 275	History Broadcasting and Electronic Media	3
TFT 285	History of Film**	3

Select one of the following:

TFT 375	Screenwriting***	3
TFT 387	Nonfiction Writing for Visual Media	3

Select one of the following:

TFT 320	Cinematography	3
TFT 321	Film/Video Editing	3
TFT 322	Sound Design	3
TFT 361	Producing and Production Management	3
TFT 423	Directing: Camera	3

Select one of the following:

TFT 388	Advanced Documentary Film	4
TFT 415	Advanced Television Production	3
TFT 462	Advanced Cinema Production	4
TFT 475	Media Ministry Ministries^	3

^May be repeated up to a maximum of 6 units. Only 3 units count toward the major.

#### Requirements for the Critical Studies Minor 24 units

TFT 101	Christianity and the Creative Process*	3
TFT 275	History Broadcasting and Electronic Media	3
TFT 285	History of Film**	3
TFT 341	Media Theory and Criticism	3
TFT 360	Studies in Popular Culture	3
TFT 444	Advanced Film Theory	3

Select two of the following:

TFT 311	Film and Literature	3
TFT 317	Cinematic Aesthetics	3
TFT 351	Film and Social Issues	3
TFT 495	Special Topics (Critical Studies)	3

**Requirements for Screenwriting Minor 24 units**

TFT 101	Christianity and the Creative Process*	3
TFT 274	Story and Character	3
TFT 285	History of Film**	3
TFT 311	Film and Literature	3
TFT 375	Screenwriting***	3
TFT 385	Intermediate Screen Writing	3
TFT 485	Advanced Screenwriting	3
Select one of the following:		
TFT 487	Television Writing: Episodic Drama	3
TFT 488	Television Writing: Situation Comedy	3
TFT 498	Directed Research: Screenwriting Practicum^	3

\*Meets a General Studies Core (or Elective) requirement.  
 \*\*Meets a General Studies Elective requirement.  
 \*\*\*Meets the Upper Division Writing Intensive requirement.  
 ^TFT 498 is a varied unit class (1-3 units). 3 units must be taken to fulfill this requirement.

**Requirements for the Theater Arts Major 45 units**

**Performance Courses 15 units**

TFT 101	Christianity and Creative Process*	3
TFT 113	Acting Fundamentals	3
Select one of the following:		
TFT 313	Intermediate Acting	3
TFT 423	Directing	3
Select two of the following:		
MUS 118, 119	Semi-Private Voice (extra fee involved)	3
TFT 263	Broadcast Performance	3
TFT 313	Intermediate Acting (if not previously taken as above)	3
TFT 340	Mime Principles and Performance	3
TFT 375	Screenwriting***	3
TFT 413	Advanced Acting^	3
TFT 423	Directing (if not previously taken as above)	3
TFT 440	Musical Theater Workshop^^	3
TFT 495	Special Topics	3

\*Meets a General Studies Core (or elective) requirement.  
 \*\*\*Meets the Upper-Division Writing Intensive requirement.  
 ^TFT 413 may be repeated up to a maximum of 9 units, but each course must be taken with a different instructor.  
 ^^May be repeated up to a maximum of 6 units. Only 3 units count toward the major.

**Theory and Criticism Courses 15 units**

TFT 325	History of Theater to Restoration**	3
TFT 326	History of Theater: Restoration to Present**	3
TFT 460	Dramatic Theory and Criticism (Prerequisite: TFT 213 or TFT 293)	3
Select one of the following:		
TFT 213	Introduction to Theater	3
TFT 293	Theater Field Study	3
Select one of the following:		
ENGL 377	Shakespeare***	3
ENGL 488	Significant Authors	3
TFT 435	Acting Styles and Techniques	3
TFT 495	Special Topics	3

**Applied Theater Courses 15 units**

TFT 302	Scenic Design^	3
TFT 316	Stage Craft^	3
TFT 499	Capstone Project in Theater, Film, and Television	3
Select 3 units from the following:		
TFT 416	Theater: Performance and Production^/^^	1-3
TFT 466	Drama Ministry: Performance and Production^/^^	1-3
Choice of 3 additional units from this list:		
TFT 302	Scenic Design^	3
TFT 355	Theater Education, K-12	3
TFT 365	Civic Theater	3
TFT 455	Principles of Drama Ministry	3
TFT 495	Special Topics	3

^May be repeated up to a maximum of 6 units. Only 3 units count toward the major.  
 ^^TFT 416 and TFT 466 are varied unit classes (1-3 units), 3 units total must be taken to fulfill this requirement.

**Requirements for the Theater Arts Minor 24 units**

TFT 113	Acting Fundamentals	3
TFT 316	Stage Craft^	3
TFT 325	History of Theater to the Restoration**	3
TFT 326	History of Theater: Restoration to Present**	3
Select one of the following:		
TFT 213	Introduction to Theater	3
TFT 293	Theater Field Study	3
Select one of the following:		
TFT 313	Intermediate Acting	3
TFT 440	Musical Theater Workshop^	3
Select 3 units from the following:		
TFT 416	Theater: Performance and Production^/^^	1-3
TFT 466	Drama Ministry: Performance and Production^/^^	1-3
Select one of the following		
TFT 355	Theater Education, K-12	3
TFT 423	Directing	3
TFT 365	Civic Theater	3
TFT 455	Drama Ministry Principles	3

\*\*Meets a General Studies Elective requirement.  
 \*\*\*Meets the Upper-Division Writing Intensive requirement.  
 ^May be repeated up to a maximum of 6 units. Only 3 units count toward the minor.  
 ^^TFT 416 and TFT 466 are variable unit classes (1-3 units), 3 units total must be taken to fulfill this requirement.

**Course Descriptions**

**TFT 101 Christianity and the Creative Process (3)**

This is a study of theater, film, and broadcasting *vis-à-vis* Christianity and the arts. Issues of ethics and social justice in the context of cultural studies are considered. Emphasis is placed on spiritual, artistic, and community development. *Meets the general studies core requirement in Aesthetics and the Creative Arts.*

**TFT 113 Acting Fundamentals (3)**

This introductory workshop covers acting techniques and styles, emphasizing voice, movement, improvisation, and interpretation. Monologues and scenes from plays are presented in class.

**TFT 121/PE 121 Dance for the Theater (2)**

This course teaches the skill of movement and dance as it relates to actors including proficiency in various styles of dance that are most common in musical theater, learning dance terminology necessary for a working actor, gaining flexibility and dexterity to enhance stage performance, understanding what is required at a professional theater audition, and moral issues pertaining to presenting theater dance to an audience. It also teaches fitness for life concepts through various dance and aerobic conditioning exercises. *Meets the general studies requirement for University Skills and Requirements.*

## THEATER, FILM, AND TELEVISION

### **TFT 211/ENGL 211 Introduction to Film (3)**

This course is an introduction to film as a narrative and visual medium, emphasizing the terms, methods, and techniques of film analysis. Students view and discuss films in terms of plot structure, character development, themes, genres, and literary sources. Some attention is given to the history of cinema, film criticism and theory, as well as film production from development through distribution.

### **TFT 213 Introduction to Theater (3)**

This course exposes students to all aspects of producing theater, classic plays for reading and analysis, and the cognitive process of critiquing live theater.

### **TFT 260 Cinema-TV Production I (4)**

Including studio and field production, the coursework first focuses on developing basic technical competencies in camera operation, lighting techniques, and basic editing. Studio modules concentrate on live directing, talent coaching, and crew management. Field modules include electronic news gathering and single-camera film style narratives.

### **TFT 261 Radio and Sound Production (3)**

This course provides basic instruction and practical experience in the preparation, direction, production, and editing of materials for radio and sound tracks. In addition to acquiring general knowledge and aptitude in these areas, students should develop a greater capacity for teamwork and relationships, planning skills, and the ability to operate under pressures and deadlines of media production, audience analysis, budgeting, audio techniques, talent use, and crew management.

### **TFT 263 Broadcast Performance (3)**

This course trains students in the basic components of acting and performance for nonfiction radio and television. Special attention is given to the unique demands of these media and the preparation needed for clear, compelling communication within them. While not primarily focused on general acting and performance techniques, these are addressed and enhanced. *Prerequisite: TFT 260*

### **TFT 274 Story and Character (3)**

This course acquaints students with universal principles of storytelling and character development. Students examine short stories, classic myths, and fairy tales in order to identify archetypal stories and characters as part of the adaptation process. By studying classic stories and characters from literature and film, students learn to create their own for use in dramatic writing.

### **TFT 275 History of Broadcasting and Electronic Media (3)**

This course examines the issues and circumstances surrounding the development of the major electronic media: radio, television, cable, and Internet. Particular attention is paid to cultural shifts that took place as each new medium was introduced into society. The involvement of the Church and various religious leaders in the early stages of each medium's development is also considered.

### **TFT 285 History of Film (3)**

The changes and developments in film are examined for their relationship to corresponding social contexts. Readings and discussions examine the interdependent relationships between social movements, technological advances, and business practices. *Meets general studies elective requirement.*

### **TFT 293 Theater Field Study (3)**

This course is an opportunity for concentrated study in the field of theatrical critique. Attendance of professional performances determined by the instructor is required. This course is for those participating in field trips planned by theater arts faculty.

### **TFT 295 Film and Television Business (3)**

This class introduces students to the structure and business of the television and motion picture industries. Topics include broadcast, cable and local television, commercial production, advertising, programming, marketing, and ratings. Students learn how movies are made from the business of screenwriting through marketing and DVD release.

### **TFT 302 Scenic Design (3)**

Students gain the skill of designing contemporary theater sets while analyzing the work of other designers, practicing various design techniques, and gaining a vocabulary needed to communicate with directors and other theater artists effectively. They also gain understanding of the moral issues pertaining to theater design. *Course may be repeated for up to 6 units towards graduation.*

### **TFT 303/ENGL 303 Creative Writing: Drama and Film (3)**

This course examines the art and craft of writing for the stage, film, or television. Students learn to analyze and evaluate their audience, their writing tasks, and their communication goals, and then match these exterior concerns of craft to their interior quest to say something meaningful to themselves and others.

### **TFT 311/ENGL 311 Film and Literature (3)**

This course is an introduction to film and literature as related, though distinct, cultural forms. Students examine the similarities and differences between film and literature, with an emphasis on movies as a narrative and visual medium. Students become familiar with the terms, methods, and techniques of film analysis, and view and discuss films in terms of plot structure, character development, themes, genres, and literary sources. Some attention is given to the history of cinema, film criticism and theory, as well as film production from development through distribution.

### **TFT 313 Intermediate Acting (3)**

This intermediate acting course allows more performing opportunities within the classroom. It includes continuation of study in character development through improvisation, script writing, and dialogue, as well as evaluation through play observation and script reading.

*Prerequisite: THTR 113 or instructor's permission*

### **TFT 316 Stage Craft (3)**

This course is designed for the creation and execution of full-length theatrical presentations for backstage involvement, and includes rehearsal, assistant direction, production coordination, set design and construction, costumes, publicity, house management, makeup, etc. *Course may be repeated for up to 6 units towards graduation.*

### **TFT 317 Cinematic Aesthetics (3)**

This course bridges the gap between theory and application of the visual components that make meaning in a visual story. Instruction is achieved through a combination of lecture, demonstration, and multiple student assignments applying course material to practice. *Prerequisite: TFT 260*

### **TFT 320 Cinematography (3)**

This comprehensive course covers the fundamentals of lighting, exposure, use of film and motion picture cameras, general use of equipment, safety procedures, and methodology for working on location and in the studio. This course is required for students who desire to fill a cinematography position on an advanced project. *Prerequisite: TFT 260*

### **TFT 321 Film/Video Editing (3)**

Students learn skills and techniques of cinematic storytelling via the editing and post-production processes. The course emphasizes proficiency using a non-linear editing system, the history of significant achievement in editing, and the editor's unique role in the cinematic process. This course is required for any student who desires to fill a editing position on an advanced production. *Prerequisite: TFT 260*

### **TFT 322 Sound Design (3)**

This course focuses on practical and aesthetic considerations relating to recording, editing, and mixing sound for cinematic productions and is required for students who desire to fill a sound position on an advanced production. *Prerequisite: TFT 260*

### **TFT 325 History of Theater to the Restoration (3)**

Students explore a comprehensive, multicultural overview of the history of theatrical productions from ancient festival and classical theater through the mid 17<sup>th</sup> century. Current theatrical productions are attended. Theatrical productions are examined in a multidisciplinary approach. *Meets the general studies elective requirement.*

**TFT 326 History of Theater: Restoration to Present (3)**

Students explore a comprehensive, multicultural overview of the history of theatrical productions from the 17<sup>th</sup> century to the 21<sup>st</sup> century. Current theatrical productions are attended. Theatrical productions are examined in a multidisciplinary approach. *Meets the general studies elective requirement.*

**TFT 335 Cinema-TV Production II (4)**

This is an intermediate-level course in cinema-TV production emphasizing both product and process. Students learn the distinct roles of writing, producing, directing, cinematography, editing, and sound through a story-centered, collaborative, and iterative process. *Prerequisites: TFT 260*

**TFT 340 Mime: Principles and Performance (3)**

This course provides an overview of and orientation to mime in the classic white-face tradition. The emphasis is on the history of the art form, basic mime techniques, training, performance, and performance critique.

**TFT 341/COMM 341 Media Criticism and Theory (3)**

This course examines the origins and development of film criticism and theory through a close analysis of selected writings. Specialized critical approaches such as genre, auteur, feminist, and Marxist will be framed by a cultural studies approach giving an understanding of film as an expression of both art and popular culture.

**TFT 351 Film and Social Issues (3)**

This course explores the relationship between ethnic, racial, and gender groups that historically have been under-represented, distorted, or marginalized in mainstream commercial cinema. Considerable emphasis is placed upon the cinematic treatment of important historical and current events, multicultural phenomena, and sociopsychological issues and movements.

**TFT 355 Theater Education, K-12 (3)**

The emphasis is on basic elements of K-12 play production beginning with choosing age-appropriate material, auditions, crews, budgeting, directing, and understanding the role of the drama educator. Textbook reading, journal reviews, observations, classroom presentations, classroom participation, and creation of dramatic education plans are the primary elements of this course.

**TFT 360/COMM 360 Studies in Popular Culture (3)**

This course carefully examines popular cultural forms, institutions, rituals, artifacts, icons, communication practices, thought patterns, worldviews, value systems, and ideologies possibly created thereby. Topics range from the private and public experiences of popular culture in movies, television, and recordings to fast food, automobiles, and blue jeans, along with their relationship to wider cultural contexts and Christian faith.

**TFT 361 Producing and Production Management (3)**

Focusing on the business and management areas of media production, this course includes modules on business plans, budgets, investors, revenue streams, project procurement, equipment/facilities management, freelance hiring, personnel contracts, and talent/crew management. The creative and ethical components of producing will be examined under the light of industry demands and the church's historic concern with economic justice. *Prerequisite: CBA 260*

**TFT 365 Civic Theater (3)**

This is a service-learning course intended to enlighten, encourage, and entertain the citizens of Azusa, California through imaginative, well-executed, redemptive theater involving a variety of themes, styles, and venues. Performances range from the heavily traditional to the *avant-garde* and may include interactive theater, children's theater, street theater, readers' theater, educational theater, *nouveau Commedia Del Arte*, and realism.

**TFT 375 Screenwriting (3)**

This course emphasizes the analysis and writing of film screenplays and television scripts. It serves as a workshop for story planning and scripting in the fictional genres of drama and comedy, and for learning creative, redemptive approaches to marketable and effective media formats and presentations. *Meets the general studies Upper-Division Writing Intensive course requirement.*

**TFT 385 Intermediate Screenwriting (3)**

This course focuses on screenwriting fundamentals: structure, scene development, character, theme, dialogue, and conflict. Using case studies from film and television, students learn to analyze screenplays and teleplays rather than focusing on the integrated experience of the script, directing, editing, and performance elements. *Prerequisites: TFT 303 or TFT 375*

**TFT 387 Nonfiction Writing for Visual Media (3)**

This course offers exploration of the essentials of good writing for successful nonfiction programs in visual media such as documentary film, documentary television, media ministry, promotional media, and more. Students learn how to research and write proposals, outlines, treatments, and scripts. Study of scripts and screenings of model nonfiction programs enrich the course and serve as practical examples.

**TFT 413 Advanced Acting (3)**

This course allows the student who is interested in this aspect of drama an opportunity to advance beyond the beginning and intermediate levels. It is preparation for the actor who desires to work in the church, on the stage, or in the classroom.

**TFT 414/COMM 414 Student Broadcast Workshop (1-3)**

This course offers advanced instruction in the techniques and practice of broadcast production. Goals for the course include increasing skills and aptitudes in research, interviewing, writing and performing for on-air and production environments. Students learn the importance of operation under broadcast deadlines and using time management skills. As a workshop class, the course requires significant production time in addition to class time. *Course may be repeated for up to six units towards graduation. Prerequisites: CBA 260 for the TV section, CBA 261 for the Radio section*

**TFT 415 Advanced Television Production (4)**

This course offers advanced instruction in the techniques of television production for multi-camera studio and on-location environments. Students learn the skills necessary for pre-production, principal photography, and post-production, as well as the importance of operating under studio deadlines. This workshop class requires significant production time in addition to class time. *Prerequisite: TFT 260*

**TFT 416 Theater: Performance and Production (1-3)**

Students study, prepare, and perform plays throughout the semester. They receive coaching in the various dramatic aspects of play performance to enhance their understanding of the relationship between performance and literature. Unit credit is determined by the instructor and based upon the size and number of roles played by the student within the semester. *Course may be repeated for up to 6 units towards graduation. Prerequisite: instructor's permission*

**TFT 423 Directing (3)**

This course teaches students the practical application of directing the actor. The student is introduced to the various levels of involvement with the play as he or she selects the script, auditions the actors, stages the script, and promotes the production. *Prerequisite(s): THTR 113; completion of THTR 313 and THTR 413 preferred*

**TFT 435 Acting Styles and Techniques (3)**

This course intends a comprehensive study of manifold schools of acting, from classical and Renaissance training and technique through that of the Russian theorists and modern dramatists. Special attention is paid to the philosophical and social context framing of each school as well as the particular vocalization, movement, and staging demands of each style.

**TFT 438 Advanced Documentary Film (4)**

Students study the history and theory of documentary filmmaking from earliest times to the present, including American, English, Russian, and others. Functions of nonfiction film and television in society for education, persuasion, social change, and propaganda are explored. This course is excellent for students of media, communication, and history. Students create a documentary project from inception to final edited videotape. *Prerequisite: TFT 335*



**TFT 440 Musical Theater Workshop (3)**

A comprehensive approach to the professional auditioning process designed to teach through written and oral critique of solo and duet performances is examined. Students build a personal repertoire of songs for auditioning. *Course may be repeated for up to 6 units towards graduation.*

**TFT 444 Advanced Film Theory (3)**

This course provides a deeper look at the medium of motion pictures from the point of view of film theorists ranging from semiotics (film as language), realism, expressionism, auteur theory, cinema as art, montage, film as narrative, literature and adaptations to the screen, documentary and propaganda approaches, genre conventions, psychology, sociology, mythology, and ideology. Discussion of the film audience and the role of the Christian critic is included. Foreign films are a special focus of study, together with unusual examples of cinematic expression, story films, drama as social comment, and the musical.

**TFT 455 Drama Ministry Principles (3)**

This course prepares students for vocational and volunteer ministry in the dramatic arts. Topics include: the biblical basis for drama in the Church, practical uses for church drama, how to put together and maintain a team, sketch writing, and directing amateurs. The course provides a survey of all forms of church drama including sermons, sermon illustrations, announcements, pageants, outreach events, dinner theater, mystery theater, mime, and missions.

**TFT 460 Dramatic Theory and Criticism (3)**

This course examines theories and analyses of dramatic genres, from ancient to modern times. A specific emphasis is placed on the historical-critical method, as students learn how drama reflects the social context in which it was created.

**TFT 462 Advanced Cinema Production (4)**

Students work collaboratively as a crew to complete a festival-ready film for screening and distribution. Students serve in specific roles such as producers, directors, cinematographers, editors, and sound designers. The course emphasizes visual storytelling through an iterative production and critique process. *Prerequisite: TFT 335*

**TFT 466 Drama Ministries: Performance and Production (1-3)**

This course prepares students for vocational and volunteer ministry in the arts by giving them hands-on experience. The class prepares a full-length dramatic presentation to be used as a ministry tool. The class travels throughout the semester to churches and other organizations to present the production. Students are involved in every aspect of the ministry including technical, logistical, and managerial efforts in addition to one-on-one intentional ministry. *Course may be repeated for up to 6 units towards graduation.*

**TFT 475 Media Ministries (3)**

This service-learning course applies the student's knowledge of media in service to the surrounding community. Students survey the various ways media is used in church and parachurch settings and then come alongside these organizations in "mini-internships." Students lend their expertise and energy in creating media spanning from worship to fundraising. Students develop their understanding of media literacy and its relationship to the church through interviews, reading, critiques, and practical application. *Course may be repeated for up to six units towards graduation. Prerequisite: CBA 260 (COMM 200 recommended)*

**TFT 485 Advanced Screenwriting (3)**

This screenwriting seminar stresses artistry, excellence, professionalism, and spirituality. Through intense study of assigned readings and films, students learn how to hone the craft of cinematic storytelling and organically integrate faith within their writing to create screenplays with an unusual quality of depth. *Prerequisite: ENGL 303 or TFT 375*

**TFT 486/ENGL 486 Topics in Film Analysis (3)**

This course examines the terms, methods, and techniques of film analysis in the context of a special topic that varies each semester depending on the instructor (e.g., Film Noir, Images of Women in Film, Shakespeare on Film, The Western). Emphasis is on formal analysis of film language, with consideration of other critical approaches to film.

**TFT 487 Television Writing: Episodic Drama (3)**

This course recreates the environment of working on an hour-long television drama. Students gain practical experience in the collaborative process of writing episodic dramas and are prepared for future employment as writers, producers, or directors on a dramatic television series. As part of the course, students complete a 60-page dramatic teleplay. *Prerequisite: TFT 375 or instructor permission*

**TFT 488 Television Writing: Situation Comedy (3)**

This course allows students to experience the process of writing a television sitcom. From the creation of a viable series concept to rewriting a script to meet the needs of the actual production, students work as part of a writing staff rather than as individuals and discover how their specific writing skills contribute to the project's overall success. *Prerequisite: TFT 375 or instructor permission*

**TFT 490 Internship (1-3)**

This course provides an opportunity for field experiences in the management principles and production skills of theater, film, and television. Internships are arranged individually for the participants and supervised directly by the instructor in conjunction with a workplace supervisor. Students should understand that most internships are entry-level "service" positions where one has the opportunity to model "servant leadership" even as Christ did.

**TFT 491/COMM 491 Classroom Practicum (1-3)**

This course gives students practical experience in classroom teaching and tutoring. Students assist in classroom duties as well as complete assignments related to the development of a communication perspective. This course is repeatable for up to six units to be taken towards graduation. *Prerequisite: Instructor permission*

**TFT 495 Special Topics in Cinema and Broadcasting (3)**

This course presents cinema and broadcasting topics not covered by regular department courses. Examples have included cinematography, lighting, advanced editing, the American film musical, character and story, minority issues in film, and contemporary auteurs.

**TFT 496 Senior Seminar: Ethics in Theater, Film, and Television (3)**

This seminar in media ethics helps students understand the ethical dilemmas faced by practitioners of theater, film, and television in a variety of situations. Through the study of dramatic, film, and mass communication theories and criticism, students learn the powerful ways in which the entertainment media define, create, maintain and/or change cultural realities and understand the ethical implications therein. *Meets the general studies senior seminar requirement. Prerequisites: senior standing; completion of the majority of the units required for God's Word and the Christian Response; completion of the majority of coursework in the major; and Upper-Division Writing Intensive course*

## COLLEGE OF LIBERAL ARTS AND SCIENCES

### **TFT 498 Directed Research (1-3)**

This course provides instruction in research design and technique and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory reading requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

### **TFT 499 Capstone Project in Theater, Film, and Television (3)**

This course provides opportunity for students to create a culminating work that integrates the learning from previous courses in the major. All projects must be approved by the department. Such projects could include but are not limited to: production of a short film or play, writing of a creative or critical work, or the creation of a reel or creative portfolio. The project must encompass at least 100 hours of work. *Prerequisite: Instructor permission according to department policies*

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

# School of Behavioral and Applied Sciences



<b>Department of College Student Affairs and Organizational Leadership</b>	<b>153</b>
<b>Department of Exercise and Sport Science</b>	<b>156</b>
<b>Department of Social Work</b>	<b>165</b>



# School of Behavioral and Applied Sciences

## Introduction

The School of Behavioral and Applied Sciences (BAS) comprises 8 departments and 15 programs. The undergraduate departments include the Department of College Student Affairs and Organizational Leadership, the Department of Exercise and Sport Science, and the Department of Social Work. The graduate division includes the Department of College Student Affairs and Organizational Leadership, the Department of Graduate Psychology, the Department of Physical Therapy, the Department of Doctoral Higher Education, and the Department of Social Work.

The minor in leadership works in conjunction with most undergraduate majors in the development of leadership skills which stress communication, ethics, and an understanding of diversity.

Graduates from the Department of Exercise and Sport Science can receive baccalaureate degrees in physical education, applied exercise science, or athletic training. Physical education majors prepare to become physical education teachers in grades 7-12. A coaching minor is also available.

Applied exercise science majors prepare to become health, fitness, and human performance specialists through a strong academic and applied background leading to professional certification(s) or to complete a post-professional degree in the exercise science field.

Athletic training majors prepare for entry-level positions at the high school, college/university, and professional sports levels, in clinical or industrial settings, or for graduate studies.

Social work (BSW) graduates gain the knowledge and skills to help people improve social functioning through one-on-one counseling interventions with families, work with small groups, and facilitation of community and organizational change. The emphasis is on preparation for entry-level professional social work practice and for graduate study. Graduates are eligible to apply for advanced standing in master of social work programs.

All programs within the school have a distinctly Christian perspective and are demanding as well as intellectually challenging.

## Accreditation

The Bachelor of Social Work Program is accredited by the Council on Social Work Education. The Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Azusa Pacific University offers teacher education programs approved by the California Commission on Teacher Credentialing (CCTC) authorizing elementary and secondary school teaching and the National Council for the Accreditation for Teacher Education (NCATE).

# Department of College Student Affairs and Organizational Leadership

## Faculty

*Chair, Associate Professor, and Program Director, M.Ed./CSA:  
Sharyn Slavin Miller, Ph.D.*

*Professor and Program Director, MAOL: David McIntire, Ed.D.*

*Professor and Program Director, MAOL/Operation Impact:  
Jim Adams, Ed.D.*

*Professor and Program Director, Doctoral Programs in Higher  
Education: Laurie Schreiner, Ph.D.*

*Professor: Carol Lundberg, Ph.D.*

*Assistant Professor and Program Coordinator – Leadership Minor:  
Paul Kaak, Ph.D.*

## Department Overview

The Department of College Student Affairs and Organizational Leadership offers a unique blend of both academic and experiential learning that provides students with an effective type of learning experience for personal and professional growth.

The department provides four programs: an undergraduate minor in leadership, a Master of Education in College Student Affairs, a Master of Arts in Organizational Leadership, and a Doctorate in Higher Education Leadership. Each program assists students in identifying and developing personal and professional competencies which enable them to contribute more effectively to all areas of their lives.

## Leadership Minor

### Introduction

The undergraduate leadership minor capitalizes upon the university's intention to develop disciples and scholars who seek to advance the work of God in the world. This minor does so by encouraging students to pursue excellence in their chosen major while also seeking proficiency as strengths-driven leaders. Courses are thoughtful, challenging, and relationally-focused while providing opportunities for reflection, conversation, and research. Students in the minor learn about whole-person development, leadership and virtue, the role of personal strengths and skills in good leadership, and how to lead as agents of change. Disciplined self-leadership, combined with the knowledge of how to facilitate effective collaboration, make leadership minor graduates an asset to any context in which they may serve. Even as they are encouraged toward life-long development (both as persons and leaders), students have the opportunity to create, articulate, and practice their own philosophy of Christian leadership.

## Requirements for the Leadership Minor 26-27 units

The minor in leadership comprises 26-27 units, 15 of which are required from the core and 11-12 units from one of the 3 elective tracks.

Core Requirements			15 units
LDRS 201	Foundations for Leadership		3
LDRS 311	Leadership Values and Virtues		3
LDRS 322	Leadership Strengths and Skills		3
LDRS 333	Leadership Influence and Impact		3
LDRS 401	Leadership Practicum		3

## Track Electives 11-12 units

In order to deepen the value of their leadership minor, students are asked to select 11-12 additional elective units. This can be accomplished by taking classes in one of three different tracks. The first two options deepen students' knowledge through intensified focus while the third option provides a wider range of choices.

**Track 1: Ethnic Studies Concentration** – The core courses in the ethnic studies minor are a great addition to the leadership minor. Many careers in which Christian leaders decide to serve call for loving sensitivity, awareness of personal prejudice, and the ability to use appropriate forms of communication. Understanding alternative perspectives helps leaders to be others-oriented and thoughtful in their relationships and work. Christlike leaders, having hands and hearts equipped to enter a diverse world, will be prepared to appreciate and empower cultural distinctives.

Ethnic Studies Concentration			12 units
ETHN 150	Intro to Ethnic Studies		3
ETHN 355	The Asian American Experience		3
ETHN 356	The African American Experience		3
ETHN 357	The Chicano(a)/Latino(a) Experience		3

**Track 2: Humanities Concentration** – Many of the nation's leaders have learned about truth, beauty, and goodness from the great works of Western history. Those who lead with wisdom are those who are informed by humankind's perennial questions and have knowledge of the numerous answers that have been proposed. Good leadership combined with good thinking and a Christian worldview is desperately needed in today's confused and disoriented world. The Humanities Core Courses provide guidance for leaders who are committed to a life well-lived.

Students may work on a humanities concentration through participation in APU's on-campus Humanities program or while attending the High Sierra Semester. Humanities courses are also part of at least three categories of the General Studies curriculum.

Humanities Concentration			11-12 units
HUM 221/321	Seminar I: Great Works*		3, 4
HUM 222/322	Seminar II: Literary Masterpieces*		3, 4
HUM 223/323	Seminar III: Aesthetics*		3, 4
HUM 224/324	Seminar IV: Great Ideas*		3, 4
HUM 325	Seminar V: Christian Classics*		3, 4

**Track 3: Leadership Topics Menu** – APU offers numerous classes that are well-suited to the study of good leadership. One class from approved courses in the areas of (1) Communication, (2) Ethics, (3) Diversity, and (4) Applied Leadership completes the elective requirements for the leadership minor.

## SCHOOL OF BEHAVIORAL AND APPLIED SCIENCES

### Option 3: Leadership Topics Menu

#### Track 3: Leadership Topics Concentration

**11-13 units**

**Communication 3 units**

Select one of the following:

COMM	112	Oral Interpretation	3
COMM	115	Essentials of Argumentation and Debate	3
COMM	211	Presentational Speaking	3
COMM	330	Small-Group Communication**	3
COMM	430	Organizational Communication	3
COMM	440	Persuasion and Attitude Change	3

**Ethics 3-4 units**

Select one of the following:

ART	496	Senior Seminar: Art Ethics*	3
BIOL	496	Senior Seminar: Ethics and the Sciences*	3
BUSI	496	Senior Seminar*	3
COMM	496	Senior Seminar: Ethics in Human Communication*	3
CS	496	Senior Seminar: Ethics in Computer Science*	3
EDLS	496	Senior Seminar: Education and Professional Ethics*	3
ENGL	496	Senior Seminar: English and the Professions*	3
GLBL	496	Senior Seminar: Global Issues and Prospects*	3
MUS	496	Senior Seminar: Ethics and Music*	3
PE	496	Senior Seminar: Ethics in Physical Education and Sport*	3
PHIL	496	Senior Seminar: Professional Ethics*	3
PHIL	496	Senior Seminar: Social Ethics*	3
PHIL	496	Senior Seminar: Worldview*	3
POLI	496	Senior Seminar: Religion and Politics*	3
SOC	496	Senior Seminar: Faith and Social Issues*	3
SOCW	496	Senior Seminar: Ethics in the Helping Professions*	3
TFT	496	Senior Seminar: Ethics in Theater, Film, and Television*	3
THEO	496	Senior Seminar: Theology and Social Issues*	3
UBBL	330	Life and Teachings Jesus*	3
UNRS	496	Senior Seminar: Ethics and issues in Health Care*	4

**Diversity 3 units**

Select one of the following:

ETHN	150	Introduction to Ethnic Studies	3
ETHN	355	The Asian American Experience	3
ETHN	356	The African American Experience	3
ETHN	357	The Chicano(a)/Latino(a) Experience	3
GLBL	301	Anthropology for Everyday Life**/**	3
GLBL	305	Peoples and Places	3
GLBL/COMM	310	Intercultural Communication**	3
GLBL	315	Urban Explorations	3
GLBL	355	Principles and Practices of Community Engagement	3
PSYC	400	Cross-Cultural Psychology**	3
SOC	358	Human Diversity**	3
UNRS	410	Community Health Nursing	6

### Applied Leadership

**2-3 units**

Select one of the following:

AT	469	Health Care Administration	3
COMM	420	Conflict Management**/**	3
GLBL	335	Intercultural Service-Learning Practicum	3
LDRS	103	Call, Major, and Career	3
LDRS	303	Career and Life Planning	3
LDRS	350	The Deans' Leadership Class^	3
LDRS	XXX	One Selected graduate course in Organizational Leadership^^	3
MUS	337	Music Business I	3
PE	321	Organization and Administration of Physical Education, Athletics, and Recreation	3
POLI	340	International Relations**	3
POLI	360	Classical Political Thought	3
POLI	363	Modern Political Thought**	3
POLI	405	The American Presidency	3
PSYC	370	Industrial/Organizational Psychology	3
REC	366	Leadership Skills through Wilderness Experiences^^^	2
TFT	423	Directing	3
UNRS	403	Leadership and Management in Professional Practice	3

\*Meets a General Studies Core (or elective) requirement.

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

^ The Deans' Leadership Class (LDRS 350) can substitute for LDRS 311 or LDRS 322, or LDRS 333 in the Leadership Minor Core. (Only one course in the five core courses may be substituted.)

^^One class in the Master's of Organizational Leadership (MAOL) Program may be taken by seniors. This class may be counted as an elective in the Applied Leadership section of Option 3 and if, as a graduate, the student is accepted into the MAOL Program, it will count toward that degree as well. Contact the MAOL office for more details at (626) 815-5483.

^^^ Leadership Skills through Wilderness Experiences (REC 366), offered only through the High Sierra Semester, may substitute for LDRS 322 or be used as an Applied Leadership elective. (Only one course in the five core courses may be substituted.)

## Course Descriptions

### CSA 101 Beginnings: Personal Development and the College Experience (1)

This course is required of all traditional freshmen during their first semester of college. It is a one-semester course that introduces the idea of self-discovery and growth and how it can be the focus of the student's education. The goal is for the student to begin exploring how to make his/her education relevant and meaningful. Emphasis is on assisting the student in becoming aware of what learning opportunities and support are available to the student, where those resources may be found, and the rights and responsibilities of being an Azusa Pacific University student. *Meets the general studies requirement for University Skills and Requirements.*

### LDRS 350 Dean's Leadership Class (3)

This class is for students recommended for their leadership potential by university leaders. Participants are mentored by on- and off-campus practitioners. The class functions as a "learning organization," collaborating to make a difference in the local community. Assignments link leadership to experience, reflection, theory, relationships, and values. *Sophomore/Junior Status preferred.*

## Leadership Minor Core Classes

### LDRS 201 Foundations for Leadership (3)

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 are prepared for further leadership education.

### **LDRS 311 Leadership Values and Virtues (3)**

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: LDRS 201*

### **LDRS 322 Leadership Strengths and Skills (3)**

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: LDRS 201*

### **LDRS 333 Leadership Influence and Impact (3)**

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: LDRS 201*

### **LDRS 401 Leadership Practicum (3)**

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 well-written synthesis paper and a high-quality portfolio presentation are crafted to integrate students' learnings about leadership and to provide a post-graduation plan for life-long leadership development. Current and active involvement in a leadership position is required for students in this class. *Prerequisites: LDRS 201, LDRS 311, LDRS 322, and LDRS 333*

## **Leadership Minor Elective Classes**

### **LDRS 103 Calling, Major, and Career Exploration: A Strengths-Based Approach to Life Planning (3)**

This course complements CSA 101 by using a strengths-based approach to life planning in order to specifically help lower-division students make decisions regarding their individual calling, selection of a major, or exploration of a career. Emphasis is on identifying and developing strengths, gifts, and talents. This course is designed specifically for freshmen/sophomores.

### **LDRS 303 Career and Life Planning (3)**

For students entering the professional world, this course aids in understanding career development options, finance management, and coping with stress. Students gain a greater understanding of their strengths, values, interests, skills, and personality as they seek employment and/or apply to graduate school. This course is designed specifically for juniors/seniors.

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

# Department of Exercise and Sport Science

## Faculty

*Chair and Associate Professor: Sharon Lehman, Ed.D.*

*Professor: Susan Hebel, Ed.D., ATC*

*Associate Professors: Philip Ford, Ph.D., ATC; Gary Knecht, M.A.; Cynthia McKnight, Ph.D., ATC; Christopher Schmidt, Ph.D., ATC*

*Assistant Professors: Michael Barnett, M.A.; Josh Darnell, M.A.; Jennifer Livingston, M.S., ATC; Kevin Reid, M.A.; Paul Svagdis, M.A.; Carrie Webber, M.A.; Brian Willmer, M.A.*

*Instructors: Chris Keife, M.S.; Justin Leslie, MBA; Victor Santa Cruz, B.A.; Philip Wolf, M.A.*

## Mission Statement

The Department of Exercise and Sport Science equips students with knowledge, skills, and abilities through quality academic and experiential learning. The goals of the applied exercise science, athletic training, and physical education curricula include preparing students for successful certification or credentialing by equipping them with the capacity to enhance their own knowledge through life-long learning, to contribute to their chosen field through professional service, and to serve others with a Christ-like attitude. The department is committed to providing a well-rounded education through teaching that is informed by scholarly practice and exceptional real-world experiences necessary for student success.

## Department Overview

The Department of Exercise and Sport Science offers majors in applied exercise science, athletic training, and physical education.

The Applied Exercise Science Program prepares students through Christ-centered values and scientific evidence to assess, design, and implement fitness programs for clients to achieve optimal health and performance. Through a dynamic academic and applied background, students are expertly prepared for professional certifications through the American College of Sports Medicine (ACSM), National Academy of Sports Medicine (NASM), and the National Strength and Conditioning Association (NSCA) and to enter post-professional degrees in exercise science and other allied health professions.

The Athletic Training Education Program (ATEP) prepares students for careers in athletic training and attracts students who desire to participate in the process of enhancing the quality of health care for patients and physically active individuals. Athletic training is a service profession; therefore, the desire and ability to work closely with a variety of individuals is imperative. Students interested in the prevention, care, treatment, and rehabilitation of injuries as well as those interested in the broader fields of science, nutrition, psychology, and strength training, would enjoy this program and this profession. In addition to coursework, multiple clinical experiences provide the athletic training student with practical learning designed to strengthen both professional preparation and career placement.

The Physical Education Program trains “movement scientists” who are able to effectively and innovatively create and teach physical education in schools. The skills and content knowledge needed to be an effective and innovative teacher is gained through immersion in the principles and methods of teaching via teaching roles in public/private schools throughout the four-year program. Movement science principles are gained through in-depth, hands-on exposure to motor skill acquisition, movement analysis, and testing the physiological responses to exercise in both lab and actual elementary and secondary school physical education settings.

Other department programs include a coaching minor for the nonphysical education major and a concentration in physical education for the liberal studies major (see Liberal Studies/Undergraduate Education K-8 Program for specific requirements).

Faculty members in the Department of Exercise and Sport Science integrate the Christian faith into the curricula, providing each student Christ-centered perspectives of these dynamic programs and professions.

## Applied Exercise Science Major

### Introduction

The applied exercise science (AES) major is designed to prepare students with the knowledge, skills, and abilities necessary to become health fitness instructors and human performance specialists through a strong academic and applied background, leading to potential professional certifications through the American College of Sports Medicine (ACSM), National Academy of Sports Medicine (NASM), and/or the National Strength and Conditioning Association (NSCA). In addition, students will be prepared to enter and successfully complete a post-professional degree in the exercise science field.

The AES major is designed for students seeking a bachelor's degree and advanced certifications, having an interest in health, wellness, fitness, cardiorespiratory training, strength training and conditioning, nutrition, and disease prevention. The major is intended to meet the ever-growing need for highly qualified professionals dealing with health, wellness, and fitness for a variety of clientele. Students learn to design fitness programs based on scientific evidence to improve clients' overall well-being, functional capacity, and human performance.

The AES major is designed in a sequential approach building on the student's knowledge, skills, and abilities from previous coursework and experiences. Students are introduced to exercise science through foundational courses and then progress to core courses which require the student to demonstrate competency in a variety of exercise science areas and complete practicum experiences prior to graduation.

Students are required to maintain minimum standards for the university and for the major throughout the program. For students to progress through the curriculum, they must earn a grade of C- or higher in each course in the major and maintain a cumulative GPA of 2.5 or higher in all college coursework leading to the Bachelor of Science in Applied Exercise Science. Students are also required to follow the proper course sequencing and meet all prerequisites prior to completing the succeeding courses in the curriculum. The curriculum is design to be completed in four academic years, however, students with limited schedules should anticipate additional time to complete the major.

## EXERCISE AND SPORT SCIENCE

### Mission Statement

The mission of the applied exercise science (AES) major is to prepare students through Christ-centered values to assess, design, and implement fitness programs for clients based on scientific evidence to achieve optimal health and performance across a variety of settings. Through a dynamic academic and applied background, students are expertly prepared for professional certifications through the American College of Sports Medicine (ACSM), National Academy of Sports Medicine (NASM), and the National Strength and Conditioning Association (NSCA) and to enter post-professional degrees in exercise science and other allied health professions.

### Career Opportunities

The applied exercise science major prepares students to obtain positions with intercollegiate sports, professional sports, public fitness facilities, private fitness and sports performance facilities, industrial wellness and fitness centers, hospitals, rehabilitative and sports medicine clinics, and wellness clinics.

### Certifications

Students seeking certification in the exercise science profession are subject to each association's guidelines and standards to be eligible for each certification. Students are also responsible for all the associated fees and cost for the desired certification.

### Additional Information for Applied Exercise Science Majors

Students are required to maintain CPR certification throughout the major after the completion of the initial course training. Students are also responsible for the transportation costs associated with practicum courses in the AES major and are subject to other policies and procedures related to the AES major as determined by the program director and the Department of Exercise and Sport Science.

### Requirements for the Applied Exercise Science Major 68-72 units

Students must earn a grade of C- or higher in each course in the major and maintain a cumulative GPA of 2.5 or higher in all college coursework leading to the Bachelor of Science in Applied Exercise Science.

#### Exercise Science Foundation 29-33 units

AES	290	Human Movement Science	3
AES	242	Fundamental Principles of Fitness	2
AT	160	Acute Care of Injury and Illness	2
AT	220	Risk Management for the Physically Active	3
PE	138	Intro to Physical Education and Exercise Science	2
PE	1XX	Fitness for Life+/^	1
PE	240	Health Education+/^	2
PSYC	290	Human Growth and Development*	3
PSYC	110	General Psychology*	3

Select one of the following:

BIOL	101	Fundamentals of Biology*	4
BIOL	151	General Biology I*	4

Select one of the following:

BIOL	115	Anatomy and Physiology	4
------	-----	------------------------	---

— or —

BIOL	250	Human Anatomy	4
BIOL	251	Human Physiology	4

\*Meets a general studies core (or elective) requirement.

+Meets a University Skills requirement.

^Both should be taken concurrently.

### Applied Exercise Science Core 39 units

Student must apply to the program director prior to beginning any course in the Applied Exercise Science Core.

AES	360	Nutrition for Exercise and Sport Science	2
AES	363	Physiology of Exercise	4
AES	364	Kinesiology	3
AES	472	Principles of Strength, Conditioning, and Human Performance	3
AES	473	ACSM Health Fitness Instructors Course	3
AES	478	Senior Preparation in Applied Exercise Science	2
AES	492	Practicum in Strength, Conditioning, and Human Performance	2
AES	493	Practicum in Fitness and Exercise Prescription	2
AT	355	Medical Conditions and Disabilities	2
AT	469	Health Care Administration	3
AT	490	Research Methods	4
PE	366	Care and Prevention of Athletic Injuries	3
PSYC	330	Sports Psychology	3
Select one of the following:			
PSYC	385	Health Psychology	3
PSYC	485	Stress and Coping	3

### Athletic Training Major Introduction

The Athletic Training Education Program (ATEP) is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Athletic training is an allied health profession dedicated to the prevention, treatment, and rehabilitation of injuries to the physically active patient. Students studying this field at APU complete coursework in the areas of first aid and CPR, risk management, orthopedic assessment, therapeutic modalities and exercise, pharmacology, general medical conditions, health care administration and research. In addition, students complete clinical experiences with a diverse population of physically active patients at numerous clinical sites in the practical application of learned skills and knowledge. The ATEP is designed to be completed in four years, which includes three semesters of pre-professional coursework and clinical observation and five semesters of professional coursework and clinical experiences. Students who transfer, or participate in intercollegiate athletics, or whose time may be limited for other reasons, should anticipate additional academic time necessary to complete the major.

The requirements of the major are consistent with the recommended standards established by CAATE. In order to be retained in the major, all athletic training students must maintain a 2.5 cumulative GPA with no grade lower than a C in major classes. Upon completion of the ATEP, and university requirements, students will be eligible to sit for the Board of Certification Inc. examination to become a Certified Athletic Trainer (ATC).

### Career Opportunities

Athletic training provides preparation for entry-level positions at the high school, college, and professional sports levels. In addition, students are prepared for positions in sports medicine clinics, industries, and corporations. High schools, colleges, and sports medicine clinics are actively pursuing Azusa Pacific University alumni. The graduates of the ATEP have established careers in many areas, including the following: athletic training education, interscholastic programs/secondary school teaching, intercollegiate sports, private and industrial fitness and wellness centers, professional sports, and sports medicine clinics.

## SCHOOL OF BEHAVIORAL AND APPLIED SCIENCES

### Admission Requirements

Application to the ATEP is due on the first Monday in December of the sophomore year. The admission process is competitive and a limited number of students are accepted each year (maximum of 15). There are no guarantees of acceptance. Acceptance will be based on the following criteria:

1. Completion of the application
2. Verification of complete medical records including Hepatitis B vaccine and TB testing
3. Signed affirmation of confidentiality regarding medical information and Technical Standards form
4. Minimum of two written recommendations
5. Minimum cumulative GPA of 2.5
6. Minimum cumulative 3.0 GPA in the following with no course grade below a C: AT 101, AT 160, AT 220, and AT 240
7. Complete BIOL 151 and BIOL 250 with no grade below a C-
8. Completion of all clinical observation experiences in athletic training
9. Completion of all pre-Athletic Training Proficiencies
10. Submission of a written essay
11. Completion of a written exam
12. Personal interview

The application form and specific description of each of the above can be obtained from the program director of athletic training education.

### Additional Information for Athletic Training Majors

**CPR and Blood Borne Pathogen Training:** Athletic training students admitted to ATEP must complete CPR and blood borne pathogen training prior to the first day of clinical practicum. Returning students must renew annually prior to the first day of clinical practicum.

**Transportation:** Certain clinical experiences in ATEP may require that the student have a valid driver's license, an automobile for personal use, and evidence of public liability insurance. ATEP students must provide their own transportation to and from clinical facilities or activities.

**Other Policies and Procedures:** For current academic and clinical requirements, please refer to the current edition of the ATEP handbook.

### Transfer Students

Transfer students must meet the same admission criteria as other students, including all applicable deadlines. (See "Admission Requirements" above.) Transfer students should plan on a minimum of three years to complete the ATEP regardless of whether they transfer with sophomore or junior status. Transfer students should consult with the ATEP program director before beginning coursework at APU.

### Requirements for the Athletic Training Major 71 units

Foundation Classes			15 units
AT	101	Introduction to Athletic Training	1
AT	160	Acute Care of Injury and Illness	2
AT	220	Risk Management for the Physically Active	3
AT	240	Observation in Athletic Training	1
BIOL	250	Human Anatomy	4
BIOL	151	General Biology I*	4

\*Meets a General Studies Core (or elective) requirement.

### Core Courses 56 units

AES	360	Nutrition for Exercise and Sport Science	2
AES	363	Physiology of Exercise	4
AES	364	Kinesiology	3
AT	242	Practicum in Wrapping, Taping, and Bracing	2
AT	270	Orthopedic Assessment	4
AT	340	Practicum in Orthopedic Assessment	2
AT	342	Practicum in Therapeutic Modalities, Strength, and Flexibility	2
AT	351	Therapeutic Modalities	3
AT	352	Therapeutic Exercise	4
AT	355	Medical Conditions and Disabilities	2
AT	440	Practicum in Therapeutic Exercise and Medical Conditions	2
AT	442	Senior Capstone Practicum	3
AT	452	Current Concepts in Treatment and Rehabilitation	2
AT	465	Pharmacology for Athletic Trainers	2
AT	469	Health Care Administration	3
AT	490	Research Methods***	4
BIOL	251	Human Physiology	4
PE	240	Health Education+	2
PSYC	110	General Psychology*	3
PSYC	385	Health Psychology	3

\*Meets a General Studies Core (or elective) requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

+Meets a University Skills requirement.

### Physical Education Major

#### Introduction

The Physical Education Program prepares individuals to effectively teach physical education in schools utilizing curricula based on movement science principles. Program curricula are designed to challenge students to discover, experience, and reflect upon the study of movement through theory and practical experiences. The Physical Education Program content is aligned with two sets of standards: The California Commission on Teacher Credentialing and the Content Standard in Physical Education of the National Association for Sport and Physical Education. The program is arranged sequentially to help students acquire and gradually refine the planning, instructional, and interpersonal skills needed to be effective teachers. A series of clinical and field experiences are critical to achieving this goal. These experiences have specific objectives to help students obtain the necessary knowledge and skills needed to be highly effective physical educators in the 21<sup>st</sup> century.

Physical education majors must maintain a minimum cumulative GPA of 2.75, with no grade lower than a C in major classes.

Students who transfer or who take the required courses out of sequence should anticipate additional academic time necessary to complete the major. All students, before graduation, must submit their portfolio at the time of their exit interview.

#### Career Opportunities

Azusa Pacific's Physical Education Program is primarily a professional degree that meets the requirements of the California Commission on Teacher Credentialing as an approved Single-Subject Program. The major consists of 64-65 units of concentrated curriculum and allows students a systematic method of study in which they become eligible to obtain a teaching credential through the Department of Teacher Education. For California teacher credentialing, a fifth-year program consisting of academic work and student teaching, must be completed. Students should contact the APU Department of Teacher Education during the first semester of their junior year for advising related to the Teacher Education Program.

## EXERCISE AND SPORT SCIENCE

### Requirements for the Physical Education Major

**64-65 units**

#### Prerequisite Science Courses for the Major

Both BIOL 101 and BIOL 115, must be taken prior to AES 363, AES 364, PE 325, PE 326, PE 366, and PE 475.

BIOL	101	Fundamentals of Biology*	4
BIOL	115	Anatomy and Physiology	4

#### Physical Education Course Requirements

AES	242	Introduction to Fitness Principles	2
AES	363	Physiology of Exercise	4
AES	364	Kinesiology	3
EDLS	300	Introduction to Teaching as a Profession, K-12	4
PE	138	Introduction to Physical Education and Exercise Science	2
PE	237	Methods of Teaching Rhythmic and Multicultural Activities	2
PE	250	Methods of Teaching Individual Sports	2
PE	251	Methods of Teaching Contemporary Activities	2
PE	252	Methods of Teaching Team Sports	3
PE	320	History and Principles of Physical Education***	3
PE	321	Organization and Administration of Physical Education, Athletics, and Recreation	3
PE	325	Motor Development and Learning	3
PE	366	Care and Prevention of Athletic Injuries	3
PE	406	Sociological and Psychological Aspects of Physical Activity and Sport	3
PE	450	Physical Education in the Elementary Schools, K-6	3
PE	451	Methods in Physical Education, 7-12	3
PE	452	Adaptive Physical Education	3
PE	475	Tests and Measurements in Physical Education and Sports	3
PE	478	Senior Preparation in Physical Education	2

Aquatics – Each student must take at least one unit of aquatics from PE 112-114:

PE	112	Fitness for Life: Beginning Swimming and Conditioning <sup>+</sup>	1
PE	113	Lifeguard Training	2
PE	114	Water Safety Instructors Course (Prerequisite: PE 112)	2

Each student must complete one coaching course from PE 433-438:

PE	433	Coaching Football	2
PE	434	Coaching Track and Field	2
PE	435	Coaching Basketball	2
PE	436	Coaching Baseball	2
PE	437	Coaching Volleyball	2
PE	438	Coaching Soccer	2

\*Meets a General Studies Core (or elective) requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

<sup>+</sup>Meets a University Skills requirement.

### Single-Subject Credential Prerequisites

After completing the physical education program, students must also obtain a teaching credential. Prerequisites for the credential may be completed during the undergraduate program. To see a list of these prerequisites, and for further information on teaching credentials, please see the information provided by the Department of Teacher Education.

### Athletic Coaching Minor

**22 units**

Academic majors other than physical education may complete the following courses for an athletic coaching minor. A coaching practicum or other related field experience, in cooperation with the local schools or other organizations, is required.

AES	242	Introduction to Fitness Principles	2
AT	160	Acute Care of Injury and Illness	2
PE	321	Organization and Administration of Physical Education, Athletics, and Recreation	3
PE	325	Motor Development and Learning	3
PE	366	Care and Prevention of Athletic Injuries	3
PE	406	Sociological and Psychological Aspects of Physical Activity and Sport	3
PE	474	Practicum in Coaching	2

Two of the following:

PE	433	Coaching Football	2
PE	434	Coaching Track and Field	2
PE	435	Coaching Basketball	2
PE	436	Coaching Baseball	2
PE	437	Coaching Volleyball	2
PE	438	Coaching Soccer	2

### Course Descriptions

**F=Fall, S=Spring, SU=Summer**

#### Applied Exercise Science

##### **AES 242 Fundamental Principles of Fitness (2) (F, S)**

This foundational course investigates fitness principles for improving cardio-respiratory endurance, strength, flexibility, body composition, and overall physical wellness. Students gain the knowledge, skills, and abilities necessary to develop, implement, and manage basic fitness programs for physical education students and health fitness clients. Students are also exposed to the use of modern technology in the management of fitness programs and human performance in a variety of settings. *(This class is for AES, AT, PE majors/LBS PE Concentration majors, instructor's permission.)*

##### **AES 290 Human Movement Science (3)**

This course focuses on the functional anatomy, basic biomechanics, and motor behavior related to human movement. Students explore human movement patterns and dysfunction through the physical assessment of the kinetic chain during physical activity and exercise. *Prerequisites: BIOL 101 or BIOL 151 and BIOL 115 or BIOL 250/251*

##### **AES 360 Nutrition for Exercise and Sport Science (2)**

This course focuses on optimal nutrition for exercise and training. Particular attention is given to energy nutrients, minerals, and fluid needs of the physically active. Clinical signs associated with nutrition deficiencies are explored as are issues related to disordered eating problems among the physically active. The course reviews antioxidant supplementation for physically active people as well as popular nutritional ergogenic aids. Students become proficient at using current nutrition education tools and evaluating their energy intake and physical activity output using a computerized diet analysis program. Special topics on eating while traveling are also covered. *Prerequisites: PE 240, PSYC 110, BIOL 101 or 151, BIOL 115 or BIOL 250/251*



**AES 363 Physiology of Exercise (4)**

This course focuses on the effects of exercise on human physiology and bioenergetics. The physiological changes and adaptations to exercise on the cardiovascular, pulmonary, neuromuscular, and endocrine systems are investigated in detail. The relationship between nutrition, body composition, and exercise are discussed. The laboratory component explores the assessment of resting metabolic rate, energy expenditure, body composition, cardio-respiratory function, maximum oxygen uptake, lactate threshold, strength and flexibility, and other physiological responses to exercise. *Prerequisite(s): BIOL 115, or BIOL 250 and 251 (Lab fee required.)*

**AES 364 Kinesiology (3)**

This course examines structural and functional mechanics of human movement through an in-depth study of kinesiological principles. Techniques of posture and gait evaluation, as well as fundamentals of body mechanics are included, along with the detection and correction of basic musculoskeletal anomalies. A laboratory component is included. *Prerequisites: BIOL 115; or BIOL 250 and BIOL 251*

**AES 472 Principles of Strength, Conditioning, and Human Performance (3)**

The course uses a scientific and integrated approach to the assessment, development, implementation, and management of strengthening, conditioning, and human performance programs. Principles of training variation and periodization are discussed related to various physical activity and sport. Exercise techniques in flexibility, core, balance, resistance, reactive, and speed training are explored. Student prepare for professional certifications through the National Academy of Sports Medicine (NASM), and the National Strength and Conditioning Association (NSCA). *Prerequisites: AES 363 and AES 364*

**AES 473 ACSM Health/Fitness Instructor's Course (3)**

This course presents the American College of Sports Medicine (ACSM) Guidelines for Exercise and Test Prescription for Health/Fitness Instructor (HFI). Students prepare for ACSM certification as an HFI. The HFI provides leadership in fitness assessment and exercise programming of a preventive nature for apparently healthy populations and individuals with controlled disease in corporate, commercial, and community settings. The HFI is skilled in evaluating health behaviors and risk factors, conducting fitness assessments, writing appropriate exercise prescriptions, and motivating individuals to modify negative health habits and maintain positive lifestyle behaviors for health promotion. *Prerequisite(s): AES 363 and AES 364*

**AES 478 Senior Preparation in Applied Exercise Science (2)**

This course is a culminating seminar for graduating seniors in applied exercise science to discuss, plan, and implement strategies for future professional advancement in field of exercise science. Current professional issues, growth, and future trends are examined. *Prerequisite: upper-division status in AES major*

**AES 492 Practicum in Strength, Conditioning and Human Performance (2)**

This upper-division applied exercise science course helps students apply their knowledge, skills, and abilities in a practical setting. Students use a scientific and integrated approach to the assessment, development, implementation, and management of strengthening, conditioning, and human performance programs for clients under the direction of an approved exercise science professional at various affiliated practicum sites in collaboration with Azusa Pacific University. *Prerequisite: AES 472*

**AES 493 Practicum in Fitness and Exercise Prescription (2)**

This upper-division applied exercise science course helps students apply their knowledge, skills, and abilities in a practical setting. Students assess, develop, and implement fitness and exercise programs for clients under the direction of an approved exercise science professional at various affiliated practicum sites in collaboration with Azusa Pacific University. *Prerequisite: AES 473*

**Athletic Training**

**AT 101 Introduction to Athletic Training (1) (F, S)**

This course introduces the student to the profession of athletic training by reviewing its history and defining the roles and responsibilities of the athletic trainer. Students learn about the National Athletic Trainers' Association and career opportunities in the field. A discussion of the Azusa Pacific University athletic training curriculum is included with the goals, objectives, and requirements of the program as well as the expectations of athletic training students.

**AT 160 Acute Care of Injury and Illness (2) (F, S)**

This course follows the basic guidelines of the American Red Cross courses *CPR for the Professional Rescuer* and *First Aid*. Included are adult, child, and infant CPR, two-person CPR, use of an AED, and standard first aid procedures. Students may receive American Red Cross certifications upon successful completion of the course.

**AT 220 Risk Management for the Physically Active (3) (F)**

This course teaches students the basic principles of risk management for the physically active. Specific emphasis is placed on the areas of conditioning, equipment fitting, and environmental risk factors. The student also becomes familiar with common medical terminology, injury mechanisms, common injuries and injury treatment, and factors predisposing individuals to injury.

**AT 240 Observation in Athletic Training (1) (F)**

This course introduces students interested in athletic training to the practical aspects of the profession. Students are assigned to clinical rotations where they have the opportunity to observe practicing athletic trainers. Students are also instructed on the day-to-day operation of an athletic training facility, including basic record keeping and maintenance of a health care facility.

**AT 242 Practicum in Wrapping, Taping, and Bracing (2) (S)**

This course is designed for sophomore students in the Athletic Training Education Program. Students learn orthopedic taping and bracing techniques and are assigned to clinical instructors who directly supervise them as they work in athletic training settings. As students display competence in the Proficiencies in Athletic Training, they are given increased responsibility in working directly with patients. *Prerequisite: acceptance to the Athletic Training Education Program*

**AT 270 Orthopedic Assessment (4) (S)**

This course includes an in-depth inquiry into the anatomical and physiological process associated with the occurrence of injuries to the physically active. By recognizing the signs and symptoms of injury and interpreting results of orthopedic assessment, the student develops techniques and methods with which to accurately evaluate and determine the extent of injury sustained. Laboratory experiences are used to supplement classroom instruction. *Prerequisites: AT 220, BIOL 230 or BIOL 250, acceptance to the Athletic Training Education Program or instructor's permission*

**AT 340 Practicum in Orthopedic Assessment (2) (F)**

This course is designed for junior-level students in the Athletic Training Education Program. Students are assigned to clinical instructors who directly supervise them as they work in athletic training settings. As students display competence in the Proficiencies in Athletic Training, they are given increased responsibility in working directly with patients. In addition to the responsibilities of AT 242, students may begin performing orthopedic injury assessments. *Prerequisite: AT 270*

**AT 342 Practicum in Therapeutic Modalities, Strength, and Flexibility (2) (S)**

This course is designed for junior-level students in the Athletic Training Education Program. Students are assigned to clinical instructors who directly supervise them as they work in athletic training settings. As students display competence in the Proficiencies in Athletic Training, they are given increased responsibility in working directly with patients. In addition to the responsibilities of AT 340, students may begin working with therapeutic modalities. *Prerequisites: AT 220 and AT 351*

## EXERCISE AND SPORT SCIENCE

### **AT 351 Therapeutic Modalities (3) (F)**

This course focuses on the theory and operation of various therapeutic modalities which are used in the treatment of injuries to the physically active. Included are hydrotherapy, electrotherapy, thermotherapy, cryotherapy, therapeutic massage, and other manual and mechanical techniques. A laboratory component is included. *Prerequisite:* AT 270

### **AT 352 Therapeutic Exercise (4) (S)**

This course focuses on the theory and operation of various contemporary methods of therapeutic exercise in the rehabilitation of injuries to the physically active. The student is introduced to manual as well as mechanical testing and other primary components of comprehensive rehabilitation designs and implementation, including determining therapeutic goals, progress, and ability to return to participation. A laboratory component is included. *Prerequisite:* AT 270

### **AT 355 Medical Conditions and Disabilities (2) (S)**

This course covers the knowledge, skills, and values that the entry-level certified athletic trainer must possess to recognize, treat, and refer, when appropriate, the general medical conditions and disabilities of those involved in physical activity.

### **AT 440 Practicum in Therapeutic Exercise and Medical Conditions (2) (F)**

This course is designed for senior-level students in the Athletic Training Education Program. Students are assigned to clinical instructors who directly supervise them as they work in athletic training settings. As students display competence in the Proficiencies in Athletic Training, they are given increased responsibility in working directly with patients. In addition to the responsibilities of AT 342, students may begin working with therapeutic exercise and assessment of medical conditions. *Prerequisite:* AT 352 and AT 355

### **AT 442 Senior Capstone Practicum (3) (S)**

This course is designed for senior-level students in the Athletic Training Education Program. Students are challenged in this course to apply knowledge gained from previous coursework and clinical experiences. Discussion emphasis is placed on the knowledge and skills necessary to perform as an entry-level certified athletic trainer. In addition, professional preparation skills are taught including résumé preparation and interview skills. Students are assigned to clinical instructors who directly supervise them as they work in athletic training settings. As students display competence in the Proficiencies in Athletic Training, they are given increased responsibility in working directly with patients. *Prerequisites:* AT 242, AT 340, AT 342, and AT 440

### **AT 444 General Practicum in Athletic Training (1-3) (F, S, Su)**

Students are assigned to clinical instructors who directly supervise them as they work in athletic training settings. As students display competence in the Proficiencies in Athletic Training, they are given increased responsibility in working directly with patients. *Prerequisites:* acceptance into the Athletic Training Education Program and program director's permission

### **AT 452 Current Concepts in Treatment and Rehabilitation (2) (S)**

This course focuses on current clinical applications of treatment and rehabilitation for musculoskeletal injuries. The course explores advanced practical techniques in manual medicine, functional rehabilitation, core stabilization, and aquatic therapy. The student learns to assess and prescribe the appropriate treatment and rehabilitation techniques to different musculoskeletal injuries. *Prerequisite:* AT 352

### **AT 465 Pharmacology for Athletic Trainers (2) (F)**

In this course, pharmacology is studied as it relates to the field of athletic training. Included are the indications, contraindications, precautions, and interactions of medications, and the governing regulations relevant to the treatment of injuries to and illnesses of athletes and others involved in physical activity. *Prerequisites:* AT 270, AT 355, BIOL 250, and BIOL 251

### **AT 469 Health Care Administration (3) (S)**

This course addresses the organizational and administrative aspects of health care to the physically active. Students study such issues as medical record keeping, facility design and maintenance, leadership strategies, insurance issues, public relations, and legal and ethical issues related to health care.

### **AT 490 Research Methods (4) (F)**

The focus of the course is on the critical reading of athletic training and sports medicine literature, the interpretation of research, and the analysis of research methodology appropriate in the field. This course is designed to enhance students' abilities to be consumers of research information, participants in the research process, and communicators of research results. Students are required to conduct a research project and write a comprehensive research report, including introduction, literature review, methods, results, discussion, and conclusions. Discussions also focus on current knowledge and future trends in athletic training and sports medicine, as seen in the literature. *Meets the general studies upper-division writing intensive requirement.*

### **AT 497 Readings (1-4) (F, S, Su)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

### **AT 498 Directed Research (1-4) (F, S)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite:* junior or senior standing

### **AT 499 Thesis/Project (1-4) (F, S)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites:* upper-division writing intensive course completed or instructor's permission; and junior or senior standing

## Physical Education

### **PE 100 General Physical Education: Cheerleading (1) (F, S)**

This course emphasizes conditioning and development of skills in a practical setting.

### **PE 101 Leisure Time Preparation: Badminton (1) (F, S)**

Students study the individual's physical fitness and recreational needs. Development of skills related to fitness through badminton is combined in the class plan. *Does not meet Fitness for Life requirement.*

### **PE 102 Leisure Time Preparation: Golf (1) (F, S)**

Students study golf as a lifetime recreational activity. *Does not meet Fitness for Life requirement.*

### **PE 103 Leisure Time Preparation: Volleyball (1) (F, S)**

Students study the individual's recreational needs through the development of skills related to volleyball. This class may also be taught on grass. *Does not meet Fitness for Life requirement.*

### **PE 104 Leisure Time Preparation: Tennis (1) (F, S)**

Students study the individual's recreational needs through the development of skills related to tennis. *Does not meet Fitness for Life requirement.*

### **PE 105 Outdoor Experience: Camping (1) (F, S)**

Students study the camping programs available to the public today and survey equipment, sites, and educational opportunities. Practical experience includes two weekend camping expeditions. *Lab fee applies. High Sierra only.*

### **PE 108 Fitness for Life: Walking/Jogging (1) (F, S)**

This course teaches the fitness-for-life concept through walking and jogging. *Meets the general studies requirement for University Skills and Requirements. May be repeated for credit.*

## SCHOOL OF BEHAVIORAL AND APPLIED SCIENCES

### **PE 109 Fitness for Life: Cycling (1) (F, S)**

This course emphasizes fitness through cycling. The student is instructed in bicycle care, repair, and safety rules. Much time is spent in practical travel lab experience. *Meets the general studies requirement for University Skills and Requirements. Students must provide their own bicycle. May be repeated for credit.*

### **PE 110 Fitness for Life: Basketball (1) (F, S)**

This course teaches the fitness-for-life concept through basketball. This course is not open to students participating in intercollegiate basketball. *Meets the general studies requirement for University Skills and Requirements. May be repeated for credit.*

### **PE 111 Fitness for Life: Racquetball (1) (F, S)**

This course teaches the fitness-for-life concept through racquetball. This class is held at an off-campus facility. *Meets the general studies requirement for University Skills and Requirements. May be repeated for credit.*

### **PE 112 Fitness for Life: Beginning Swimming and Conditioning (1) (F, S)**

This course teaches the fitness-for-life concept through swimming. *Meets the general studies requirement for University Skills and Requirements. May be repeated for credit.*

### **PE 113 Lifeguard Training (2) (F, S)**

This is a certified, advanced life-saving course of the American Red Cross.

### **PE 114 Water Safety Instructor (WSI) Course (2) (S)**

This is a certified WSI course of the American Red Cross.

### **PE 116 Fitness for Life: Weight Training (1) (F, S)**

The course teaches the fitness-for-life concept through weight training. Different sections are offered for athletes and non-athletes. *Meets the general studies requirement for University Skills and Requirements. May be repeated for credit.*

### **PE 117 Fitness for Life: Aerobics (1) (F, S)**

This course teaches the fitness-for-life concept through aerobic conditioning. *Meets the general studies requirement for University Skills and Requirements. May be repeated for credit.*

### **PE 118 Fitness for Life: Triathlon (1) (F, S)**

This course emphasizes fitness through swimming, cycling, and running. The goal at the end of the course is for students to be able to participate in mini-triathlons, or simply to increase their fitness level. *Meets the general studies requirement for University Skills and Requirements. May be repeated for credit.*

### **PE 119 Fitness for Life: Golf/Tennis (1) (S)**

This activity course is designed to enhance physical fitness and increase the level of enjoyment through the games of golf and tennis. Learning the fundamentals and rules of these sports, each student will find gratification and will acquire the value of lifelong fitness through learning to play golf and tennis. This class is held at an off-campus facility. *Meets the general studies requirement for University Skills and Requirements. May be repeated for credit.*

### **PE 120 Fitness for Life: Adaptive (1) (F, S)**

This course is designed to teach students the fitness-for-life concept within the parameters of their physical disabilities. Programs will be individualized for each student. *Meets the general studies requirement for University Skills and Requirements. May be repeated for credit. Prerequisites: A verification of disability from the Learning Enrichment Center, which includes a description of the disability and ability level and physician's statement, and permission of the department chair*

### **PE 121/TFT 121 Fitness for Life: Dance for the Theater (2)**

This course teaches the skill of movement and dance as it relates to actors including proficiency in various styles of dance that are most common in musical theater, learning dance terminology necessary for a working actor, gaining flexibility and dexterity to enhance stage performance, understanding what is required at a professional theater audition, and moral issues pertaining to presenting theater dance to an audience. It also teaches fitness for life concepts through various dance and aerobic conditioning exercises. *Meets the general studies requirement for University Skills and Requirements. May be repeated for credit.*

### **PE 138 Introduction to Physical Education and Exercise Science (2) (F, S)**

This course introduces students to the occupational dimensions of physical education through class discussion, guest speakers, and on-site observation of professionals in school, corporate, and fitness/wellness settings. In each professional setting, students observe and assist a professional in some aspect of their work. As a result, the student gains understanding the roles and responsibilities of physical educators in the 21<sup>st</sup> century. This course is to be completed by the end of the student's freshman year.

### **PE 237 Methods of Teaching Rhythmic and Multicultural Activities (2) (F, S)**

This course focuses on skill development, teaching methodology, analysis and evaluation of fundamental rhythmic activities, social dance, and global and nontraditional games. *(PE majors/LBS PE Concentration majors only)*

### **PE 240 Health Education (2) (F, S)**

This course focuses on the development of the whole-person concept which includes the mental, emotional, social, spiritual, and physical health practices. This integration includes study of such topics as stress, diet, nutrition, communicable and chronic diseases, alcohol and drug abuse, lifestyles, childbirth, physical fitness, and environmental health. *Meets the general studies requirement for University Skills and Requirements, to be taken concurrently with a Fitness for Life or varsity sport course.*

### **PE 250 Methods of Teaching Individual Sports (2) (F)**

This course focuses on skill development, teaching methodology, analysis and evaluation of fundamental tennis, golf, badminton, and track and field skills. *(PE majors/LBS PE Concentration majors only)*

### **PE 251 Methods of Teaching Contemporary Activities (2) (F, S)**

This course focuses on skill development, teaching methodology, analysis and evaluation of fundamental cycling, self-defense, and combative and outdoor education skills. *(PE majors/LBS PE Concentration majors only)*

### **PE 252 Methods of Teaching Team Sports (3) (S)**

This course focuses on skill development, teaching methodology, analysis and evaluation of fundamental basketball, soccer, volleyball, softball, and football skills. *(PE majors/LBS PE Concentration majors only)*

### **PE 301 Varsity Baseball: Men (1)**

By playing the game, students participate at the highest level of competition and adhere to recreational, social, and fundamental standards. Theory of varsity baseball for intercollegiate competition only is presented. *Meets the general studies requirement for University Skills and Requirements. (varsity athletes only)*

### **PE 302 Varsity Basketball: Men (1)**

Students receive advanced instruction and intensive training in the fundamentals of basketball. Individual and team play, strategy, and offensive and defensive formations are utilized in men's intercollegiate basketball. *Meets the general studies requirement for University Skills and Requirements. (varsity athletes only)*

### **PE 303 Varsity Track and Field: Men and Women (1)**

Students train and workout two hours daily in various track and field events and compete in intercollegiate track and field meets. *Meets the general studies requirement for University Skills and Requirements. (varsity athletes only)*

### **PE 304 Varsity Cross Country: Men and Women (1)**

Students receive instruction, practice, and training in distance running for intercollegiate competition. *Meets the general studies requirement for University Skills and Requirements. (varsity athletes only)*

### **PE 305 Varsity Tennis: Men and Women (1)**

Students are instructed in the mechanics of the game to suit the individual. Supervised practice, lectures, and intercollegiate competition are included. *Meets the general studies requirement for University Skills and Requirements. (varsity athletes only)*

### **PE 307 Varsity Football: Men (1)**

Conditioning and training are practiced in all phases of modern football. Students view pictures, study plays, and participate in chalk talks, examination of team plays, and intercollegiate competition. *Meets the general studies requirement for University Skills and Requirements. (varsity athletes only)*

## EXERCISE AND SPORT SCIENCE

### **PE 308 Varsity Basketball: Women (1)**

Advanced instruction and intensive training in the fundamentals of basketball are offered. Individual and team play, strategy, and offensive and defensive formations are utilized in intercollegiate competition. *Meets the general studies requirement for University Skills and Requirements. (varsity athletes only)*

### **PE 309 Varsity Volleyball: Women (1)**

Students participate in intercollegiate competition with intense instruction in fundamentals, theory, and practice of the strategies of offensive and defensive play. *Meets the general studies requirement for University Skills and Requirements. Meets the general studies requirement for University Skills and Requirements. (varsity athletes only)*

### **PE 310 Varsity Soccer: Men (1)**

Students receive advanced preparation in strategy, fundamentals, and techniques for intercollegiate competition. *Meets the general studies requirement for University Skills and Requirements. (varsity athletes only)*

### **PE 311 Varsity Soccer: Women (1)**

Students receive advanced preparation in strategy, fundamentals, and techniques for intercollegiate competition. *Meets the general studies requirement for University Skills and Requirements. (varsity athletes only)*

### **PE 312 Varsity Softball: Women (1)**

Students receive advanced preparation in strategy, fundamentals, and techniques for intercollegiate competition. *Meets the general studies requirement for University Skills and Requirements. (varsity athletes only)*

### **PE 313 Varsity Swimming and Diving: Women (1)**

Students receive instruction, practice, and training in swimming and diving for intercollegiate competition. *Meets the general studies requirement for University Skills and Requirements. (varsity athletes only)*

### **PE 314 Varsity Water Polo: Women (1)**

Advanced instruction and intensive training in the fundamentals of water polo are offered, including individual and team play, strategy, and offensive and defensive formations in preparation for intercollegiate competition. *Meets the general studies requirement for University Skills and Requirements. (varsity athletes only)*

### **PE 320 History and Principles of Physical Education (3) (F, S)**

The historical and philosophical development of physical education and sport is studied. This course includes discussion of current theories, philosophies, and practices in the profession. The California Framework for Physical Education is examined. *Meets the general studies upper-division writing intensive requirement.*

### **PE 321 Organization and Administration of Physical Education, Athletics, and Recreation (3) (S)**

The basic principles of organization, administration, and supervision are stressed with emphasis on topics such as staffing, budget, program organization, purchasing, and management in the individual areas of physical education, athletics, and recreation.

### **PE 325 Motor Development and Learning (3) (F, S)**

This course is designed to teach motor learning theories and to provide the necessary skills to apply these theories when teaching motor skills. This course will also include the study of locomotor and non-locomotor patterns, manipulative, rhythmical movement patterns and skill development, as they relate to motor learning. These fundamental principles will be analyzed in terms of teaching elementary school children. Required for physical education majors and liberal studies majors with a physical education concentration. *Prerequisites: BIOL 115, or BIOL 250 and BIOL 251*

### **PE 364 Kinesiology (3) (S: PE majors)**

The structural and functional mechanics of movement through an in-depth study of kinesiological, corrective, and adaptive principles are analyzed. Techniques of postural evaluation, muscle testing, therapeutic exercises, and fundamentals of body mechanics are coupled with kinesiological principles for the detection and correction of basic neuromusculoskeletal anomalies. *Prerequisite(s): BIOL 115, or BIOL 250 and BIOL 251*

### **PE 366 Care and Prevention of Athletic Injuries (3) (F, S)**

This course presents the methods used in the recognition, evaluation, and care of athletic injuries. Techniques in taping, prevention, and rehabilitation of injuries are studied. *Prerequisite(s): BIOL 115, or BIOL 250 and BIOL 251*

### **PE 406 Sociological and Psychological Aspects of Physical Activity and Sport (3) (F, S)**

Students explore the sociological and the psychological issues related to physical activity and sport. Special emphasis is on the study of sport in North America and its implications within American society. Topics of study include motivation, goal setting, burnout, anxiety and arousal, aggression and ethics as related to physical activity and sport.

### **PE 423 School Health Education (3)**

Health issues that the classroom teacher will face are studied. Proper cooperation with medical services, provision of healthful classroom environment, and methods of health instruction are explored.

### **PE 433 Techniques of Coaching Team Sports: Football (2) (S – alternate years)**

The theory, fundamentals, strategies, and techniques of coaching football are studied.

### **PE 434 Techniques of Coaching Team Sports: Track and Field (2) (S – alternate years)**

The theory, fundamentals, strategies, and techniques of coaching track and field are studied.

### **PE 435 Techniques of Coaching Team Sports: Basketball (2) (F – alternate years)**

The theory, fundamentals, strategies, and techniques of coaching basketball are studied.

### **PE 436 Techniques of Coaching Team Sports: Baseball (2) (F – alternate years)**

The theory, fundamentals, strategies, and techniques of coaching baseball are studied.

### **PE 437 Techniques of Coaching Team Sports: Volleyball (2) (F – alternate years)**

The theory, fundamentals, strategies, and techniques of coaching volleyball are studied.

### **PE 438 Techniques of Coaching Team Sports: Soccer (2) (S – alternate years)**

The theory, fundamentals, strategies, and techniques of coaching soccer are studied.

### **PE 450 Physical Education in Elementary Schools, K-6 (3) (F, S)**

This course offers an analysis of the content in elementary physical education. Basic skill movements used in developmental games and gymnastics are taught. *Prerequisites: EDUC 300, PE 325 and/or PSYC 290, and junior/senior standing*

### **PE 451 Methods in Physical Education, 7-12 (3) (F, S)**

This course provides a classroom and simulated practical teaching experience for the prospective physical educator. Emphasis is on the development of a viable teaching style utilizing a variety of contemporary methods. *Prerequisites: EDUC 300, PE 450, and junior/senior standing*

### **PE 452 Adapted Physical Education (3) (F, S)**

This is an introductory course designed for prospective physical education teachers for the purpose of understanding public laws and developing and modifying programs for the developmentally disabled. *Prerequisites: EDUC 300, PE 450, and junior/senior standing*

### **PE 474 Practicum in Coaching (2) (F, S)**

Students study the application of theory and methods in an actual coaching situation. Supervision and evaluation are conducted by the coaching staff of the cooperating schools. The experience lasts the duration of the selected sport's season.

## SCHOOL OF BEHAVIORAL AND APPLIED SCIENCES

### **PE 475 Tests and Measurements in Physical Education and Sports (3) (S)**

This course analyzes the measurements of motor behavior and evaluation of physical skills performance. Effectiveness of the program in physical education and exercise science is examined. Basic concepts of statistics are taught along with the introduction of computers as tools to be used in the professional arena.

### **PE 478 Senior Preparation in Physical Education (2) (F, S)**

This course is designed as a culminating seminar for graduating seniors to discuss, plan, and implement strategies for future professional advancement. Current professional issues, growth, and future trends are examined.

### **PE 490 Applied Physical Education (1-3) (F, S)**

The course helps prospective physical education teachers obtain a professionally guided experience benefiting them in primary and secondary schools. This course is open to physical education majors only with the program director's approval.

### **PE 496 Senior Seminar: Ethics in Physical Education and Sport (3) (F, S)**

This course is designed to facilitate the integration of Christian faith and values with careers in physical education and sport. Biblical and theological themes relating to education and sport will provide the basis for discussion of ethical dilemmas facing professionals in these, and related, professions. Students will be challenged to develop personal strategies and philosophies for responding to ethical issues in their chosen careers. *Meets the general studies senior seminar requirement. Prerequisites: senior standing; completion of the majority of the units required for God's Word and the Christian Response; completion of the majority of coursework in the major; and upper-division writing intensive course*

### **PE 497 Readings (1-4) (F, S, SU)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time faculty member. *An independent study fee is assessed for each enrollment in this class.*

### **PE 498 Directed Research (1-4) (F, S)**

This course provides instruction in research design and technique, and gives students experience in the research process. Each one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

### **PE 499 Thesis/Project (1-4) (F, S)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing*

## Recreation

### **REC 366 Leadership Skills through Wilderness Experiences (2)**

This course is designed to teach the fundamentals of beginning mountaineering. The student experiences leadership principles through rock climbing, camping, and skills related to outdoor recreation.

### **REC 465 Winter Practicum (2)**

This course includes reading and skill development in cross-country skiing, snow shoeing, snow and ice techniques, and basic winter mountaineering. Avalanche precautions are reviewed and studied.

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

# Department of Social Work

## Faculty

*Chair, Program Director, and Associate Professor:  
Mary Rawlings, MSW, LCSW*

*Professors: Sally Alonzo Bell, Ph.D., LCSW;  
Kimberly Battle-Walters Denu, Ph.D.*

*Director of Field Education and Assistant Professor:  
Christine Guzman, MSW, LCSW*

*Assistant Professor: Barbara Johnson, MSW, LCSW*

*Lecturers: Deb Baker, MSW; Beverly Chen, MSW, LCSW;  
Barbara Johnson, MSW, LCSW; Veronica Lim, MSW, LCSW;  
Catherine Miller, MSW*

## Department Overview

An undergraduate degree in professional social work teaches the specialized skills needed to help diverse people in a variety of ways. Social workers provide one-on-one counseling, intervene with families, lead small groups, and facilitate change in communities and the environment. Professional social work promotes social and economic justice for all people through advocacy and organizational and political change. In their courses, Bachelor of Social Work (BSW) students learn theories to help them understand and assess client situations, learn direct practice skills such as interviewing and community organization, and complete a supervised internship in their senior year.

## Department Mission

The undergraduate Department of Social Work at Azusa Pacific University seeks to develop competent generalist social work practitioners who can integrate the knowledge, values, and skills necessary to enhance the social functioning of individuals, families, groups, organizations, and communities. Grounded in the profession's history and commitment to social justice and diversity, the Department of Social Work is committed to excellence in teaching and scholarship; to the integration of Christian faith in learning and practice; and the facilitation of community within the department, with students, and within the greater environment.

## Introduction

Social workers help people overcome some of life's most difficult challenges: poverty, discrimination, abuse, addiction, physical illness, divorce, loss, unemployment, educational problems, disability, and mental illness. Social workers help prevent crises and counsel individuals and families. In addition, they also work to develop organizations and communities, both locally and internationally, in order to assist people to cope more effectively with the stresses of everyday life.

The undergraduate program in professional social work maintains the following goals:

- To prepare students for generalist work practice with diverse individuals, families, groups, organizations, and communities
- To provide knowledge built on a liberal arts foundation of human behavior and the interaction of person and environment
- To prepare students for lifelong learning, critical thinking, and advanced study
- To advocate the development of policies and programs that seek to advance human well-being and promote social and economic justice
- To socialize students to the values and ethics of the profession, and to the integration of Christian values throughout their practice
- To engage in ongoing scholarship reflecting the goals and needs of professional social work

The Department of Social Work has been nationally accredited since 1982 by the Council on Social Work Education.

## Career Opportunities

Social workers provide services directly to individuals, families, groups, organizations, and communities. Social workers can apply their training and experience in a variety of settings and careers, including:

- Case managers
- Child protection workers
- Community Developers
- Counselors
- Domestic violence counselors
- Employee assistance counselors
- Foster care workers
- Group home workers
- Homeless outreach workers
- Hospital social workers
- International social workers
- Mental health case workers
- Nursing home social services providers
- Outreach coordinators for the elderly
- Political advocates
- Probation officers
- School social workers
- Substance abuse counselors

## Field Internship Program

During the senior year, social work majors complete a 400-hour field internship in one of several approved agencies in the community. This provides a setting for the development of practice skills in social work and an opportunity for students to integrate classroom learning with practice. Students are charged a minimal social work liability insurance fee. The field director discusses the application process with students in their junior year. No credit is given for prior work experience. Students must complete the internship as part of their degree requirements.

## Advising and Admissions Policy

### Advising

Any student interested in social work is encouraged to speak with someone in the Department of Social Work for more information about the major. Students who wish to major in social work should declare social work as their intended major as soon as possible through the Office of the Undergraduate Registrar in order to begin academic and professional planning. Upon declaring social work as a major, students are assigned a faculty advisor who works with them for the duration of their studies. Advisors are assigned by the department based on availability of faculty. The role of the faculty advisor is to help students develop a multi-year academic plan, mentor them in their professional development, and be their liaison during the admissions process. While the faculty advisor is the primary contact person within the program, students are encouraged to also meet with other faculty, as needed, as part of their professional development. Prior to registration each semester, students are required to meet with their advisor.

### Procedure

1. Schedule an appointment, if necessary, to discuss social work as a choice of major.
2. Declare social work major through the Office of the Undergraduate Registrar.
3. Visit the Department of Social Work to receive advisor assignment and Social Work Student Handbook.
4. Read the Social Work Student Handbook in its entirety.
5. Meet with advisor to develop multi-year academic plan and confirm choice of major.
6. Meet with advisor for academic advising prior to registration each semester.
7. Attend advising meeting with a completed copy of proposed courses and a copy of an updated degree works checklist to be given to the advisor.

*Note: Advisors assist in planning, but it is the student's responsibility to come prepared for advising and be knowledgeable regarding university requirements.*

### Admission to the Social Work Program

Students are considered pre-majors until formally accepted into the program. Prior to formal acceptance into the program, students should begin advising within the Department of Social Work and can begin taking entry-level social work courses (SOCW 250, 251, 310, 311) and the general studies courses that apply to social work, as outlined in the university catalog. Students must submit a formal application to the Department of Social Work upon completion, or while enrolled in Introduction to Social Work (SOCW 250), as components of this course will help build the portfolio for admission into the program. Students must be accepted to the major prior to taking courses in the social work practice sequence (SOCW 332, 333, 360). If a student wishes to transfer into the major as a junior and has not completed the Introduction to Social Work course, he/she can petition to begin in the practice sequence. Upon the approval of their advisor, students may begin Social Work Practice I while concurrently enrolled in Introduction to Social Work, but must sign a waiver acknowledging understanding of the need to complete the application, and that they are on provisional status until accepted through the formal application process. Applications will be reviewed by a committee comprised of social work faculty and be considered based on academic and personal readiness for coursework.

Students may submit an application during or after the semester they anticipate completing the requirements. Students may submit the application at any time, but in order to register for Social Work Practice I in the fall, applications must be submitted by March 7. Students may be admitted fully, without provisions; on provisional status; or denied admission. If a student is admitted on provisional status, a plan for attaining full admission will be provided by the committee. If this plan is not met in full, the student will not be allowed to continue in the program. If denied admission, the student may initiate an appeal procedure, as outlined below.

**Students must meet the following components in order to be considered for the social work major.**

1. Completion of the Introduction to Social Work course with a C or better
2. Possess a 2.0 overall GPA
3. Completion of an application (obtained from the Department of Social Work)
4. Personal and Professional Aptitude
5. Submission of a personal statement

**Personal statements should be three to five pages long, and include:**

- a. When and how you became interested in the field of social work.
- b. What influenced you in the choice of social work as a profession.
- c. Your career goals or beginning thoughts on your areas of interest.
- d. Discussion of what you see to be personal strengths that will help you in your development of professional skills and knowledge. If you have taken the Strengths Finder Inventory as part of your Beginnings course, please note your strengths and how these strengths may contribute to the practice of social work.
- e. Personal attributes you would like to further develop as part of your participation in the social work program.
- f. Any life experiences you believe will contribute to or impede your progress in this program.

**Criteria for evaluation of autobiographical statements:**

- a. Writing skills
- b. Indication of genuine interest in enhancing human well-being and advancing social justice
- c. Thoughtful reflection of personal characteristics that indicate the student is ready to successfully complete program requirements
- d. Provide evidence of participation in volunteer, leadership, or work experience relevant to the practice of social work [Participation in service learning, ministry experiences, personal therapy, Club Social Work, or National Association of Social Workers (NASW) offers good opportunities for experience.]

## SOCIAL WORK

### Procedure

1. Complete or be enrolled in the Introduction to Social Work course, completing with a C or better.
2. Complete all sections of the application.
3. Complete an autobiographical statement.
4. Submit an unofficial APU transcript and current Degree Works checklist.
5. Submit completed packet to faculty advisor for review. The advisor may request revisions prior to submission to admissions committee.
6. Upon review, the advisor will submit the completed packet to the social work admissions committee for review.
7. Students will be notified in writing within two weeks of the committee's decision.

### Student Appeals Process

Any student who is dissatisfied with a decision for admission may request an in-person review with the admissions committee, in which they can supply further verbal and written evidence in regards to the actions taken by the committee. The committee will provide a written response to the student within one week of the hearing. If the student is still in disagreement, he/she may appeal to the associate dean of the School of Behavioral and Applied Sciences.

### Requirements for the Social Work Major

**74-82 units**

A total of 72 units is required for the major. A minimum 2.0 grade-point average is required in all major courses, including the specified General Studies classes. Students must pass all required courses with a C or higher.

#### Specified General Studies Requirements

**9 units**

PSYC	110	General Psychology*	3
SOC	120	Introduction to Sociology*	3
SOC	358	Human Diversity**	3

#### Biology Requirement

**3-8 units**

Select either from BIOL 101 (Fundamentals of Biology, 4 units), BIOL 151 (General Biology, 4 units), PSYC 470 (Physiological Psychology, 3 units) or **both** BIOL 250 (Anatomy) **and** BIOL 251 (Physiology) (8 units total for the pair).

#### Core Requirements

**56-59 units**

PSYC	299	Applied Statistics	3
SOCW	250	Introduction to Social Work	3
SOCW	251	Social Welfare Policy and Service	3
SOCW	310/311	Human Behavior and the Social Environment I, II*/^	3, 3
SOCW	332/333	Social Work Practice I, II^^	3, 3
SOCW	350	Aging: Implication for Policy and Practice	3
SOCW	351	Child Welfare***	3
SOCW	360	Social Work Practice III (Groups)	3
SOCW	466/468	Field Internship I, II^^	4, 4
SOCW	467/469	Senior Practicum Seminar I, II^^	3, 3
SOCW	478	Social Work Research Methods^^	3
SOCW	479	Social Work Research Project***	3
SOCW	496	Senior Seminar: Ethics in the Helping Professions*	3

Select one of the following:

SOCW	333	Social Work Practice II	3
SOCW	325	Community Organization and Social Change^^^	6

### Social Work Electives

**6 units**

Two electives (6 units) are required for completion of the social work major. One must be taken from courses offered within the department. The second may be taken from any of the approved courses.

Chose 3 units from the following social work electives:

SOCW	380	Understanding International Social Problems and Services through Study Abroad	3
SOCW	400	Grant and Proposal Writing	3
SOCW	410	Family Violence	3
SOCW	415	Addictions: Assessment and Intervention	3
SOCW	497	Independent Study and Readings in Social Work	1-4

Chose another three units from the above or one of the following courses:

CMIN	428	Church and Society	3
CMIN	456	Ministry Organization and Administration	3
ETHN	355	The Asian American Experience	3
ETHN	356	The African American Experience	3
ETHN	357	The Chicano(a)/Latino(a) Experience	3
GLBL	355	Principles and Practice of Community Engagement (Only available through study abroad.)	3
PSYC	360	Abnormal Psychology	3
PSYC	410	Psychology of Exceptional Children	3
PSYC	430	Intervention Strategies with Children	3
PSYC	450	Counseling	3
SOC	359	Immigrant L.A. (only available through L.A. Term)	3
SOC	455	Crime and Delinquency	3
SOC	464	Social Stratification	3
YMIN	400	Christian Values and Human Sexuality	3

\*Meets a General Studies Core (or elective) requirement.

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

^Both SOCW 310 and 311 are needed to fulfill the general studies requirement.

^^Must list social work as primary major to enlist in these courses.

^^^SOCW 335 is available only through the L.A. Term and includes a service learning component.

### Professional Portfolio Requirement

Students must develop an online professional portfolio representing the knowledge and skills gained as a result of participation in the program. Key assignments completed as part of the coursework must be saved in an online portfolio using TASKSTREAM software. Students may refer to the Social Work Student Handbook, available from the department, for full details.

### Transfer of Credits

Students transferring from CSWE-accredited undergraduate social work programs may submit to their advisor a list of social work courses completed within the last five years for evaluation for transfer of credits. Each course will be evaluated by the department on a case-by-case basis for compatibility with program requirements. General studies requirements for the major will be assessed by the Office of the Undergraduate Registrar.



## Course Descriptions

### Social Work

#### **SOCW 250 Introduction to Social Work (3)**

This course introduces students to the social work profession and to social welfare services in the United States, examines the requirements for social work practice, and makes projections about the profession's future. Emphasis is on developing an awareness of the scope of the profession and exploring an interest in pursuing social work as a career.

#### **SOCW 251 Social Welfare Policy and Service (3)**

Students examine policies and programs that have been developed to meet human needs in American society. Historical background, ideas, philosophies, social advocacy, and political climate are explored as they impact decision making.

#### **SOCW 310 Human Behavior and the Social Environment I (3)**

From a multi-theoretical perspective, this course explores the interaction of cultural, biological, psychological, social, spiritual, and environmental influences and how they work to promote or deter the development of individuals from birth through adolescence. Attention is given to the range of social systems in which people live. The impact of social and economic forces, oppression, gender, age, and social class on human adaptation are examined as they relate to human behavior and social work interventions. This is the first of a two-semester HBSE sequence. *The combination of SOCW 310 and SOCW 311 meet the general studies core requirements in Identity and Relationships. Prerequisites: BIOL 101 and SOC 120 or instructor's permission*

#### **SOCW 311 Human Behavior and the Social Environment II (3)**

From a multi-dimensional perspective, this course explores the interaction of cultural, biological, psychological, social, and environmental influences that promote or deter the development of individuals from young adulthood through old age and death. Attention is given to the range of social systems in which persons live. The impact of social and economic forces, oppression, gender, and class on human adaptation are examined as they relate to human behavior and the behavior of social systems. This course builds upon the material presented in HBSE I, and further explores theoretical models for understanding and assessing macro systems. *The combination of SOCW 310 and SOCW 311 meets the general studies core requirements in Identity and Relationships. Prerequisites: BIOL 101, SOC 120, and SOCW 310*

#### **SOCW 332 Social Work Practice I (3)**

This is the first of a two-semester, three-course practice sequence wherein the basics of professional generalist social work practice as it has developed in response to changing human needs are presented. Included are methods that may be used in direct practice with individuals and families. Emphasis is on work with diverse populations and the importance of evaluation in practice. The systems perspective is used as an integrating theme. *Prerequisites: Application and acceptance into the social work major; Recommended: SOCW 310/311*

#### **SOCW 333 Social Work Practice II with Communities (3)**

Social Work Practice II presents the basics of professional generalist social work practice as it has developed in response to the needs of multiple member systems and communities. Included are methods of practice used to mobilize people to collective action to solve their own problems, form ongoing organizations that enhance their power to meet their own needs, and develop resources where none exist. Emphasis is on work with diverse human populations and the importance of evaluation in practice. The systems perspective is used as an integrating theme throughout. *Prerequisites: SOCW 250 and SOCW 332*

#### **SOCW 335/GLBL 330 Community Organization and Social Change (6)**

The course helps students understand the organization of urban, multicultural communities, while engaged in service learning activities in grassroots and nonprofit organizations. Included are methods of practice used to mobilize people to collective action to solve their own problems, form ongoing organizations that enhance their power to meet their own needs, and develop resources where needed. Emphasis is on work with diverse human populations and the importance of evaluation in practice. The course involves students in the formal and experiential study of select areas in central Los Angeles through a combination of directed reading, reflective papers, macro-practice activities, a service practicum, and group discussions. *Course is available only through the L.A. Term Program.*

#### **SOCW 350 Aging: Implications for Policy and Practice (3)**

This course offers an introduction to the study of aging, with attention given to current research, problems faced by the elderly, the impact of an increasingly aged population on society, and the resulting implications for policy and social intervention.

#### **SOCW 351 Child Welfare (3)**

Students explore programs and policies that have been developed to meet the needs of children and families. The ideas, philosophies, politics, and economics affecting these programs and policies are studied in terms of choices to be made in policy and social work practice. This course meets the requirements for junior-level writing. *Meets the general studies upper-division writing intensive requirement. Prerequisite(s): SOCW 250 and SOCW 251, or instructor's permission*

#### **SOCW 360 Social Work Practice III (Groups) (3)**

This course introduces the student to the methods of group work within social work practice. The course reviews types of groups, how to establish a group, the phases of group development, and common group dynamics. In addition, students gain understanding of their role as leader and facilitator and, through concrete experiential exercises, learn beginning skills and techniques to effectively function in this role. Applying ethnic sensitive practice to the group situation is also explored. *Prerequisites: SOCW 250 and SOCW 332*

#### **SOCW 380 Understanding International Social Problems and Services Through Study Abroad (3)**

This course teaches about social problems and services in international settings with a focus on social welfare systems in a particular country other than the United States. Countries such as China, England, Kenya, Russia, or Mexico may be chosen for study. It is taught as a May-term course. For one week students read a text on international social work practice and materials about social problems and services in the country to be visited. For the remaining 10 days to 2 weeks students have an experiential learning experience in the country itself and a time of debriefing the experience at APU. The accent is on a global perspective of social welfare, enriching cultural experiences and a comparison of domestic and international methods of addressing human needs and social policies and programs. *Prerequisite: SOCW 250 or instructor's permission*

#### **SOCW 400 Grant and Proposal Writing (3)**

Grant and proposal development continue to be an activity in the operations of human service agencies. Agencies must assess the need for services, determine their priorities, and develop strategies for funding their programs. Today, grants and proposals serve as primary means by which many agencies receive resources. This course is aimed at creating an understanding of the process and tools needed for translating a desire to respond to human need and problems into a realistic plan of action. It acquaints students with program design and planning techniques, which consider client/consumer group characteristics. The course culminates in the student's development of a human service program proposal aimed at responding to a need or problem.

#### **SOCW 410 Family Violence (3)**

Family violence is an in-depth study from a system's perspective of violence that occurs in families. This course provides an overview of child abuse, spousal abuse, abuse between intimate partners, and elder abuse. The course explores the theory and research as to the causes of abuse, including individual and family factors, elder abuse, gender issues, community and societal influences, and cultural factors. This course explores the policy and programs developed to deal with these crises. Finally, methods of assessment and intervention are investigated as applicable to both professional and personal situations. *Prerequisite: junior standing or instructor's permission*

#### **SOCW 415 Addictions: Assessment and Intervention (3)**

This course provides an overview of addictions from a bio-psycho-social-spiritual-cultural perspective. Unique issues relative to children, adolescents, women, people with disabilities, people who are gay/lesbian, the elderly, and minorities are explored. The course focuses on a review of various types of addictions; theory on the etiology and process of addiction and its treatment; information on assessment, referral, and treatment resources; and exploration of the historical and current responses to addictions in the community as well as in the church.

## SOCIAL WORK

### **SOCW 466 Field Internship I (4)**

This social work practicum provides a setting for the development of practice skills and an opportunity for the integration of knowledge, skills, and values in social work. Students complete a minimum of 400 hours in an approved agency. *Prerequisites:* SOCW 310, 311, 332, 333, 360, senior standing, and registration with the social work field director; *Corequisite:* SOCW 467

### **SOCW 467 Senior Practicum Seminar I (3)**

This seminar course integrates and further develops the generalist practice knowledge and skills learned in the classroom for the social work student currently in the field placement. Skills for working with diverse client populations are further developed through ongoing self-reflection, case-analysis, and in-class presentations. The development of collaborative working relationships, ethical practice, accurate self assessment, beginning services with clients, and effective use of supervision are emphasized during this first semester of this two-semester sequence. *Prerequisites:* senior standing and registration with the social work field director; *Corequisites:* SOCW 466

### **SOCW 468 Field Internship II (4)**

This social work practicum provides a setting for the development of practice skills and an opportunity for the integration of knowledge, skills, and values in social work. Students complete a minimum of 400 hours in an approved agency. *Prerequisites:* senior standing, registration with the social work field director, and SOCW 466; *Corequisite:* SOCW 469

### **SOCW 469 Senior Practicum Seminar II (3)**

The final Social Work Seminar focuses on integration of learning and practice in preparation for beginning generalist social work practice for students currently in field placement. The student's practice, related reading, prior experience, prior learning in the liberal arts, the professional foundation, and case material are drawn upon for problem solving. Emphasis is placed on service planning, implementation, termination, values, and ethics as expressed in the NASW Code of Ethics, and ethnic-sensitive practice with diverse and oppressed populations. *Prerequisites:* SOCW 467, SOCW 466, senior standing, and registration with the social work field director

### **SOCW 478 Social Work Research Methods (3)**

This course prepares the student to do a social science research project. Both qualitative and quantitative research methods are examined. Students prepare a research proposal as the final project. For social work majors, the research proposal is connected to their social work internships. *Prerequisites:* PSYC 350 and senior standing; *corequisites for social work majors:* SOCW 466 and SOCW 467

### **SOCW 479 Social Work Research Project (3)**

Students conduct an empirical study based on the research proposal completed in the Social Work Research Methods course. For social work majors, this project is connected to their social work internships. Students are expected to gather data, process and develop an analysis of this data, and write a research report. Each student presents this research at the end of the semester. *Meets the general studies upper-division writing intensive requirement.* *Prerequisites:* PSYC 350 and SOCW 478; *corequisites:* SOCW 468, SOCW 469

### **SOCW 496 Senior Seminar: Ethics in the Helping Professions (3)**

This course facilitates the integration of Christian faith and values with careers in the helping profession. This is accomplished through examining religious and spiritual experiences, as well as ethical dilemmas often confronted by social workers, nurses, counselors, and others in the helping profession, as they exist within the context of one's cultural, social, and physical environment. Attention is given to the process of faith development, historical perspectives, and the diversity of spiritual experiences. *Meets the general studies senior seminar requirement.* *Prerequisites:* instructor's permission; senior standing; completion of the majority of the units required for God's Word and the Christian Response; completion of the majority of coursework in the major; and upper-division writing intensive course

### **SOCW 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussion, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*



# School of Business and Management



<b>Scholars for Business Achievement</b>	<b>173</b>	<b>Master of Arts in Human Resources and Organizational Development</b>	<b>173</b>	<b>Bachelor of Arts in: Economics</b>	<b>179</b>
<b>Students in Free Enterprise (SIFE)</b>	<b>173</b>	<b>Bachelor of Arts in: Business Administration</b>	<b>174</b>	<b>Bachelor of Science in: Business Economics</b>	<b>180</b>
<b>Business Internship Program</b>	<b>173</b>	<b>Bachelor of Science in: Accounting</b>	<b>174</b>	<b>Ethnic Studies Minor</b>	<b>181</b>
<b>School of Business and Management Abroad Programs</b>	<b>173</b>	<b>Finance</b>	<b>174</b>		
<b>The Five-Year Plan/Young Executives MBA Program</b>	<b>173</b>	<b>International Business</b>	<b>175</b>		
		<b>Marketing</b>	<b>175</b>		

# School of Business and Management

## Business Faculty

Dean and Professor: *Ilene Smith-Bezjian, DBA*

Associate Dean; and Professor: *Orlando Griego, Ph.D.*

Chair, Undergraduate Programs; and Assistant Professor: *Ron Jewe, Ph.D., M.Div.*

Chair, Graduate Programs; and Professor: *George Babbes, Ph.D.*

Professors: *Jau-Lian Jeng, Ph.D.; Stuart Strother, Ph.D.; Julia Underwood, Ph.D.*

Associate Professors: *Paul Anderson, CPA, MBA; Roger Conover, Ph.D.; L. Brennan Davis, Ph.D.; Stanley Deal, M.S., CPA; Daniel Park, Ph.D.; Patricia Skalnik, DBA*

Assistant Professors: *Daniel Kiple, DBA; Pamela Penson, MBA*

Instructor: *Roxanne Helm, MBA*

Adjunct Faculty: *Jeff Birch, MBA; Bill Bradley, JD; Miriam Burgos, MBA; Cloyd Havens, JD; Ron Higgins, M.Arch.; Carl Martinez, MBA; Tim Purga, Ph.D.; David Reid, MBA; Robert Skalnik, Ed.D.; Jon Wallace, DBA*

## Ethnic Studies Faculty

Ethnic Studies Program Director: *Pamela M. Christian, Ph.D.*

Director of Diversity Studies: *Kneeland Brown, M.A.*

## Mission

The mission of the School of Business and Management is to advance the Kingdom of God by integrating a Christian perspective into life through business and management education. The faculty are dedicated to maintaining a dynamic teaching environment where current, relevant business theories and practical tools are implanted, and students develop linkages between faith, learning, and application.

## Goals: Tenets

The School of Business and Management is committed to:

1. **Christian Witness:** Impacting students' lives for Christ through example and leadership.
2. **Ethics:** Teaching biblical principles in the ethical conduct of business.
3. **Relationships:** Nurturing a caring relationship between student and teacher.
4. **Learning:** Sustaining a learning environment that fosters open inquiry, expression of thought, critical analysis, and creative thinking.
5. **Practicality:** Linking learning to life in practical ways.
6. **Excellence:** Demonstrating excellence in teaching, service, and research.
7. **Academic Freedom:** Creating an environment for faculty characterized by academic freedom and responsible autonomy, professional development, and collegial relationships.
8. **Community Development:** Enhancing the development of organizations and communities served by the university.

## Introduction

The School of Business and Management (SBM) provides professional career preparation in accordance with the university's Christian heritage and mission. To this end, the SBM has built a reputation for pragmatic and ethically based education. The curriculum blends with the liberal studies foundation provided by other schools or departments of the university.

The SBM offers a Bachelor of Arts in Business Administration and five Bachelor of Science degrees. The B.A. degree requires students to complete the common professional component (the business core) and then select elective courses deemed most appropriate for their career objectives. The B.S. degrees require students to complete the business core and courses in an area of specialization: accounting, finance, international business, or marketing. A minor in ethnic studies is also available.

The SBM also offers a Bachelor of Arts in Economics with two optional areas of concentration. This B.A. degree requires the completion of the economics core and additional economics electives. The concentrations require additional courses in the area of specialization: international development or business. Students may select only one area of concentration.

All programs in the SBM require four years of specialized coursework and projects designed to maximize professional readiness. Students interested in teaching business or economics in secondary schools should contact the APU Liberal Studies/Undergraduate Education K-8 Program during the first semester of their junior year for advising related to obtaining a credential; teacher education courses extend into a fifth year.

Curriculum content in the undergraduate business program is correlated with graduate school requirements for those who wish to pursue a Master of Business Administration (MBA) or Master of Arts in Human and Organizational Development (MHROD). Similarly, the curriculum content in the undergraduate economics program prepares students desiring to pursue a Ph.D. in economics. These students are strongly advised to take additional courses in mathematics.

## Program Overview

The School of Business and Management encompasses three diverse programs: business, economics, and ethnic studies. Within these three programs are multiple options for both majors and minors.

The business program degree include: Bachelor of Science (B.S.) in accounting, economics, finance, international business, marketing, and also a Bachelor of Arts (B.A.) in business administration. Minors are available in: business, finance, and marketing.

The economics program degrees include: Bachelor of Science (B.S.) in business economics and a Bachelor of Arts (B.A.) in economics with concentrations in business and international development.

The ethnic studies program provides a minor study program designed to complement all APU majors.

## Admission to the School of Business and Management

The School of Business and Management admits students each fall. The program enrollment is not capped. However, students are expected to demonstrate certain levels of achievement to be admitted. Typical admission to the School of Business and Management occurs in a student's third semester at APU. Current APU student applications are due no later than March 1. Transfer applications are due prior to course enrollment.

In addition to meeting the requirements for university admission, the applicant must meet the requirements for admission into the School of Business and Management, as listed below. Computer proficiency (MS Word, MS PowerPoint, MS Excel) is assumed.

### **Current APU students applying to the School of Business and Management**

Currently students must meet the following requirements:

- Priority for fall admission to the School of Business and Management will be given to students who have completed 12 units of study at APU and submitted an application for admission to the School of Business and Management prior to the March 1 application deadline, who are currently enrolled in APU's spring semester, and hold a minimum cumulative grade point average of 2.70.
- Math 110 College Algebra must be completed with a *B* or better.
- Upper-division courses (BUSI 300-499) require admission to the School of Business and Management and may not be available to students outside the School of Business and Management, except as required by other majors.

### **International Students**

International students must meet the following requirements:

- The admission requirement for international students with English as a second language (ESL) is a minimum TOEFL score of 600. The School of Business and Management specifies that the TOEFL Test of Written English (TWE) and TOEFL Test of Spoken English (TSE) be included in the TOEFL assessment score since these are critical to the success in business.
- Priority for fall admission to the School of Business and Management will be given to students who have completed 12 units of study at APU and submitted an application for admission to the School of Business and Management prior to the March 1 application deadline, who are currently enrolled in APU's spring semester, and hold a minimum cumulative grade-point average of 2.70.
- Math 110 College Algebra must be completed with a *B* or better.
- Upper-division courses (BUSI 300-499) require admission to the School of Business and Management and may not be available to students outside the School of Business and Management, except as required by other majors.

### **Transfer Students**

- Transfer applicants must make an appointment with a School of Business and Management academic advisor prior to enrolling in BUSI courses.

### **Scholars for Business Achievement**

Scholars for Business Achievement strives to build prestige and character for the School of Business and Management that will reach throughout the Los Angeles community and across the country. SBA is dedicated to the continuing development and transformation of students into important individuals for their future careers/employers. The success of this operation will lead to major incentives such as: networking, building experience for careers, mock interviews, etiquette dinners, and community involvement. The SBA committee bridges the gap between undergraduate students and the alumni through the process of events, speakers, and gatherings (social hours). SBA presents prominent new endeavors for the School of Business and Management.

### **Students in Free Enterprise (SIFE)**

Students in Free Enterprise is a Business Program that provides students with an opportunity to integrate their interpersonal and group skills by applying the principles and concepts discovered in the classroom. Students work on developing both business and community projects with an emphasis on ethics, success skills, market economics, financial literacy, and entrepreneurship. The culmination of this program includes an opportunity to present the project results at a regional competition to the CEOs of Fortune 500 corporations.

### **Business Internship Program**

The Business Internship Program augments business majors' classroom experience. It provides an opportunity to integrate principles and concepts discovered in the classroom with the reality of the business world. Interns are able to test theories, apply concepts, gain firsthand knowledge of the purpose and practice of business procedures, build interpersonal relationships, set objectives, and measure performance. Intern accountability is maintained by regular feedback from field supervisors, academic consent for assignments, and seminar meetings. Students interested in this program should visit with their advisor and then enroll in BUSI 350 Business Internship.

### **School of Business and Management Abroad Programs**

All business majors are encouraged to study abroad to heighten their learning and experience in global business practices. SBM offers several venues for students to take part in these programs during the summer session as well as fall and spring terms.

### **The Five-Year Plan/Young Executive MBA Program**

Managing business in the 21<sup>st</sup> century increasingly requires graduates with an MBA degree. The School of Business and Management has responded to this challenge by providing a fifth year after the B.A. or B.S. degree for business students to obtain an experience-based, internship-driven graduate degree. In Azusa Pacific's MBA Program, students benefit from more than an integrated curriculum; they are actively involved in the local business community, learning by doing as they tackle real-world business situations.

Students work with and learn from business and industry leaders. They analyze, strategize, and develop business and marketing plans. Students use today's most advanced technology for research and communication, and preparing and delivering presentations. They become skilled in organization, motivation, teamwork, networking, leadership, and ethical decision making. In short, students experience being a manager while in this program, building a portfolio of skills that will equip them for the business world of the future.

For more information about this unique five-year plan, students should see their advisor or call the graduate business recruiter at (626) 815-3835. Students may also consult the current Graduate Catalog for course requirements.

### **Young Executive Master of Arts in Human Resource and Organizational Development**

The Master of Arts in Human Resource and Organizational Development (HROD) Program at Azusa Pacific University prepares management professionals for roles as organization leaders and agents of change by emphasizing the development of leadership and management skills. With a Master of Arts in Human Resources and Organizational Development from APU, students learn to effectively motivate employees to exceed market expectations. The Young Executive HROD Program equips students to positively steer organizational change and create a culture of teamwork.

**About the Program**

- One year average completion time
- Cohort model learning
- Two-week trip to study business practices at private, public, and government organizations in New York and Washington, D.C.
- APU undergraduates can begin coursework during final semester.

**Business Core Courses 43 units**

All students with a major in the School of Business and Management (except Economics)^ must complete the following common professional component:

BUSI	120/121	Principles of Accounting I, II	4, 3
BUSI	210	Principles of Organization and Management	3
BUSI	240	Introduction to Information Systems	3
BUSI	303	Business Law	3
BUSI	330	Principles of Finance	3
BUSI	360	Principles of Marketing	3
BUSI	370	International Business***	3
BUSI	448	Organizational and Administrative Behavior	3
BUSI	450	Strategic Management	3
ECON	250	Principles of Macroeconomics	3
ECON	251	Principles of Microeconomics	3
PSYC	299	Applied Statistics	3

Select one of the following:

BUSI	311	Quantitative Analysis for Management	3
MATH	151	Applied Calculus I	3

\*\*\*Meets the Upper-Division Writing Intensive requirement.

^Economics majors must fulfill the Economics Core rather than the Business Core.

**B.A. in Business Administration Introduction**

Preparation for a business career requires a deep appreciation for and a sound understanding of the marketplace. Thus the Bachelor of Arts in Business Administration is designed for those who seek a broad spectrum of business courses or wish to combine several fields. This degree develops competence in conceptual, human, and technical skills. These skills, developed through a well-chosen sequence of electives, make those completing the program particularly well prepared for both public- and private-sector organizations.

**Career Opportunities**

Coursework in general business administration includes a fundamental system of values that serves as the basis for decision making. Students are prepared upon graduation for first-line management, retail and sales, commercial banking, savings and loan associations, data processing, staff specialist positions, and life care administration. Some graduates begin new ventures, operate small businesses, develop new products, or return to the family business.

**Requirements for the Business Administration Major 52 units**

The B.A. in Business Administration comprises 52 units. Students must achieve an average GPA of 2.5 or higher in their major courses. (This includes the Business Core.)

**Business Core Courses 43 units**

**Business Electives 9 units**

Business electives may be selected from any class with these prefixes: ACCT, BUSI, ECON, ETHN, FIN, IBUS, and MKTG. BUSI 496 does not fulfill this requirement.

**Requirements for the Business Administration Minor 25 units**

BUSI	110	Introduction to Business	3
BUSI	120	Principles of Accounting I	4
BUSI	210	Principles of Organization and Management	3
BUSI	240	Introduction to Information Systems	3
BUSI	330	Principles of Finance	3
BUSI	360	Principles of Marketing	3
BUSI	448	Organizational and Administrative Behavior	3
ECON	251	Principles of Microeconomics	3

**B.S. in Accounting Introduction**

The accounting major surveys the principles, theories, and concepts of the accounting profession while providing an intense review of the economic, quantitative, and managerial aspects of business. Its practical component leads to work assignments in local Certified Public Accountant (CPA) firms in students' junior and senior years. The combination of classroom theory and actual experience also prepares candidates for the CPA Examination administered by the various state boards of accountancy in the United States.

**Career Opportunities**

Opportunities available to graduates include professional careers in accounting services, auditing, management advising services, and accounting departments in private firms and government bodies.

**Requirements for the Accounting Major 67 units**

The accounting major comprises 67 units. Students must achieve an average GPA of 2.5 or higher in their major courses. (This includes the Business Core.)

**Business Core Courses 43 units**

**Accounting Courses 24 units**

ACCT	225/226	Intermediate Accounting I, II	3, 3
ACCT	325	Cost Accounting	3
ACCT	331/332	Federal Taxes I, II	3, 3
ACCT	336	Advanced Accounting	3
ACCT	426/427	Auditing Principles I, II	3, 3

**B.S. in Finance Introduction**

The finance major is designed for students who are interested in the stewardship of the financial resources of individuals, corporations, or financial institutions. As future managers, students learn the principles and applications of financial analysis, management, and strategy. The program gives students experience in portfolio construction, applications of derivatives in financial management and asset management, international financial management, and case studies in corporate finance. The program aims to equip students with the theoretical understanding and practical skills necessary to evaluate and direct decisions regarding the allocation of financial resources among a variety of competing opportunities with the goal of maximizing the value of the resources being managed. To complete the finance major in four years, students must complete BUSI 330 Principles of Finance and MATH 151 Applied Calculus by the end of their sophomore year.

**Career Opportunities**

The program prepares students for employment in a variety of jobs, such as corporate financial management, investment analysis and planning, financial institution management, and risk management. According to the *Occupational Outlook Handbook*, such occupations are among those expected to have strong rates of growth. Moreover, these occupations generally offer attractive starting salaries and working conditions.

## BUSINESS AND MANAGEMENT

### Requirements for the Finance Major **64 units**

The finance major comprises 64 units. Students must achieve an average GPA of 2.5 or higher in their major courses. (This includes the Business Core.)

#### Business Core Courses **43 units**

#### Finance Courses **21 units**

ECON	352	Financial Markets and Institutions	3
ECON	372	International Trade and Finance	3
FIN	330	Financial Analysis	3
FIN	432	Investment Analysis	3
FIN	434	Derivatives	3
FIN	436	Financial Risk Management	3
FIN	439	Seminar in Finance	3

Recommended:

BUSI	350	Business Internship (Finance)	1-3
------	-----	-------------------------------	-----

### Requirements for the Finance Minor **24 units**

BUSI	330	Principles of Finance	3
ECON	352	Financial Markets and Institutions	3
ECON	372	International Trade and Finance	3
FIN	330	Financial Analysis	3
FIN	432	Investment Analysis	3
FIN	434	Derivatives	3
FIN	436	Financial Risk Management	3
FIN	439	Seminar in Finance	3

Recommended:

BUSI	350	Business Internship (Finance)	1-3
------	-----	-------------------------------	-----

## B.S. in International Business

### Introduction

The international business major provides students study-abroad opportunities with a strong general business foundation. It incorporates a liberal arts approach to the disciplines of politics and cultural interrelationships as the program surveys the dynamics of an interdependent global business environment. The major focus is upon the international economic, historical, political, and cultural foundations of today's world business climate, key multinational business functions, and the overall operational/strategic management of a corporation in a multicultural environment.

### Career Opportunities

International business careers may be found with multinational corporations, foreign banking, international investments, export/import trade, international law, international nonprofit organizations, world missions, and public/foreign service. Individuals with international language skills, empathy for foreign environments, and possession of international business skills are in high demand.

### Requirements for the International Business Major **64 units**

Students must achieve an average GPA of 2.5 or higher in their major courses. (This includes the Business Core.)

#### Business Core Courses **43 units**

#### International Business Courses **21 units**

ECON	371	Comparative Economics	3
ECON	372	International Trade and Finance	3
IBUS	373	Global Marketing	3

Select one of the following:

IBUS	374	Topics in International Management and Strategy	3
BUSI	350	Business Internship (International)	3

The following nine units may be taken on campus:

IBUS	479	Seminar in International Business	3
POLI	340	International Relations**	3

Select one of the following:

XXX	201	Intermediate Language	3
GLBL	300	Self-Directed Language Learning	3
GLBL/COMM	310	Intercultural Communication**	3

\*\*Meets a General Studies Elective requirement.

## B.S. in Marketing

### Introduction

The marketing major provides students with a strong general business foundation, plus marketing courses that address the primary functional concerns of marketing in industry and commerce. The program stresses academic preparation, skill building, marketing, problem solving, and internship experience. Students will also be familiar with E-commerce and Web and information technology aspects of marketing which are important in the marketplace.

### Career Opportunities

Career paths open to marketing majors include sales and sales management, marketing administration, advertising and promotion, sales support, customer service, market research, and general marketing management, as well as careers in banking. Income potential and personal fulfillment are high. Many marketing people go on to become top executives.

### Requirements for the Marketing Major **64 units**

The marketing major comprises 64 units. Students must achieve an average GPA of 2.5 or higher in their major courses. (This includes the Business Core.)

#### Business Core Courses **43 units**

#### Marketing Courses **21 units**

IBUS	373	International Marketing	3
MKTG	361	Marketing Communication	3
MKTG	362	Consumer Behavior**	3
MKTG	363	Marketing Research	3
MKTG	368	Retail Marketing	3
MKTG	465	Strategic Marketing Management	3
WEB	448	Strategic Internet Marketing and E-Commerce	3

Recommended:

MKTG	350	Marketing Internship	1-3
BUSI	350	Business Internship	1-3

### Requirements for the Marketing Minor **21 units**

BUSI	360	Principles of Marketing	3
IBUS	373	International Marketing	3
MKTG	361	Marketing Communications	3
MKTG	362	Consumer Behavior**	3
MKTG	363	Marketing Research	3
WEB	448	Strategic Internet Marketing and E-Commerce	3

Select one of the following:

MKTG	465	Strategic Marketing Management	3
MKTG	350	Marketing Internship	3

\*\*Meets a General Studies Elective requirement.



## Course Descriptions

### Accounting

#### ACCT 225 Intermediate Accounting I (3)

This course offers an intensive study of the accounting theory and principles underlying financial accounting. Emphasis is placed on the theoretical and conceptual framework of the financial reporting process including the role and authority of official accounting pronouncements and the responsibilities of professional accountants. This course begins with a review of the accounting model and covers accounting theory as it relates to revenue recognition, current assets including cash, accounts receivable, inventories, and operational assets. *Prerequisites: BUSI 120 and BUSI 121*

#### ACCT 226 Intermediate Accounting II (3)

This course continues the study begun in ACCT 225, covering intangible assets, investments, short- and long-term liabilities, leases, income taxes, corporate capital transactions, and statement of cash flows. Emphasis is placed on the theoretical and conceptual framework of the financial reporting process including the role and authority of official accounting pronouncements and the responsibilities of professional accountants. *Prerequisite: ACCT 225*

#### ACCT 325 Cost Accounting (3)

This course explores managerial accounting concepts used in planning and controlling operations, determining cost of production, inventory control and evaluation, budgeting, and long-range planning. Emphasis is placed on cost determination, cost accumulation, cost-volume-profit relationships, standard costs, variances analysis and reporting, and the relationship between controlling costs and controlling operations. *Prerequisite: ACCT 225 and ACCT 226*

#### ACCT 331 Federal Taxes I (3)

This course offers an intensive study of the theory and principles of federal income tax law as it applies to individuals. Emphasis is placed on the theoretical framework and philosophy of the federal tax system as well as practical application and planning. This course covers basic concepts in the determination of income, classes of deductions, allowable credits, and property transactions. The importance of appropriate tax planning is stressed. A project utilizing commercial tax software is used to demonstrate computer applications. *Prerequisite(s): BUSI 120 and BUSI 121, or instructor's permission*

#### ACCT 332 Federal Taxes II (3)

This course offers an intensive study of the theory and principles of federal income tax law as it applies to business entities – corporations, partnerships, estates, and trusts. Emphasis is placed on the theoretical framework as well as practical application and planning. This course covers basic concepts of taxation in corporate formation and operation, partnership and S corporation formation and operation, and fundamentals of estate, gift, and trust taxation. The course also covers the tax audit process and professional tax preparer responsibilities. *Prerequisite: ACCT 331*

#### ACCT 336 Advanced Accounting (3)

This course provides an in-depth study of accounting theory and principles first encountered in Intermediate Accounting. Topics covered include accounting for partnerships, joint ventures, and corporations. Extensive coverage is given to business combinations and consolidations. Also covered are branch accounting, bankruptcy reporting, and accounting for estates and nonprofit organizations. *Prerequisites: ACCT 225 and ACCT 226*

#### ACCT 426 Auditing Principles I (3)

An overview of auditing concepts is offered with special attention to auditing standards, professional ethics, the legal ability inherent in the attest function, the study and evaluation of internal control, the nature of evidence, statistical sampling, and the impact of electronic data processing. The basic approach to planning an audit is addressed as are the audit objectives and procedures applied to the elements in a financial statement. *Prerequisite: ACCT 336*

#### ACCT 427 Auditing Principles II (3)

This course takes the concepts and procedures learned in ACCT 426 and applies them in a comprehensive audit case study. Students prepare audit work papers that demonstrate application of audit theory and objectives for various classes of financial statement accounts. Students are exposed to the planning, control, and review procedures used by many public accounting firms. The use of computerized audit software is covered. *Prerequisite: ACCT 426*

### Business Administration

#### BUSI 100 Personal Finance (3)

An overview of personal financial planning is provided with an emphasis on financial record keeping, budgeting, cash flow controls, debt management, tax planning, consumerism, insurance, retirement, investment planning, and estate planning. This course does not count as a business major elective.

#### BUSI 110 Introduction to Business (3)

This course introduces students to the role of business in society and the impact of the social environment on the firm. It acquaints students with the basic functional areas of business, including management, human resources, marketing, finance, and production.

#### BUSI 120 Principles of Accounting I (4)

In the first semester of this course, the basic financial accounting model and cycle are introduced, preparing students to explore the application of fundamental accounting principles to specific classes of assets and liabilities. The sole proprietorship form of business serves as the primary model for demonstrating the application of accounting principles and procedures for current assets, such as accounts receivable and inventories, operational assets, and current and long-term liabilities. Students complete a computer simulation which introduces computer applications in accounting.

#### BUSI 121 Principles of Accounting II (3)

The second semester of this course focuses on managerial accounting and emphasizes the use of accounting data in decision making. Topics covered include cost accumulation models, cost behavior, break-even analysis, budgeting, short- and long-run decision analysis, capital expenditure analysis, and financial statement analysis. *Prerequisite: BUSI 120*

#### BUSI 210 Principles of Organization and Management (3)

Elements of planning, organizing, leading, and control are covered. Particular emphasis is given to organizing and actuating responsibility and authority, delegation, decentralization, the role of staff, line-staff relationship committees, board of directors, organization charting, formal and informal organization, communication, and reaction to change.

#### BUSI 230 Real Estate Principles (3)

This course offers an introduction to real estate principles and practices, essential real estate law, practices incidental to ownership, real estate brokerage, and property evaluation.

#### BUSI 240 Introduction to Information Systems (3)

This class offers a study of the fundamentals of information systems methods and equipment, computer characteristics and concepts, and elements of programming. Business applications of computers are discussed and demonstrated. A working knowledge of personal computer productivity tools such as Web browsers, Microsoft Windows 95, and Microsoft Office is provided.

#### BUSI 303 Business Law (3)

The course introduces the laws affecting business transactions. Included is an overview of the legal system as it relates to business and in-depth study of contracts, sales and commercial transactions, and secured transactions.

#### BUSI 311 Quantitative Analysis for Management (3)

This course equips students with analytical and mathematical models for business decision making. Included are statistical analysis, project management, simulation, and linear programming. *Prerequisite: MATH 110 or School of Business and Management APU-approved test score*

## BUSINESS AND MANAGEMENT

### **BUSI 330 Principles of Finance (3)**

Students explore the principles and practices of financial management. Sources and methods of raising capital, allocation of funds within the firm, cash-flow and financial statement analysis, financial markets, and capital budgeting techniques are addressed. Additional concepts covered include present-value analysis, decision making with risk, and the use of leverage. *Prerequisites: BUSI 120, BUSI 121, and BUSI 311 or MATH 151*

### **BUSI 331 Managerial Finance (3)**

This course extends the concepts and methodologies introduced in Principles of Finance to incorporate the practical uses as a manager in an organization. The course places emphasis on managerial decisions using spreadsheet applications. Topics include: financial statement analysis, project analysis, long-term financial planning, risk and return, and basic derivatives. *Prerequisite: BUSI 330*

### **BUSI 350 Business Internship (1-3)**

The course provides practical application of principle and theory in an actual business firm. The student learns to set objectives and measure performance against those objectives in a business setting. *Prerequisites: completion of 60 units, appropriate employment, and instructor's permission*

### **BUSI 360 Principles of Marketing (3)**

The movement of goods from producers to consumers is analyzed in this course, which includes discussion of the channels of distribution, marketing functions, management considerations, and problems in marketing practice. Marketing trends in current economic systems are reviewed. *Prerequisites: ECON 251 and fourth-semester standing*

### **BUSI 370 International Business (3)**

This course presents a survey of issues in international business. The focus is on managing in an international environment, understanding the global monetary system, and developing an international perspective on business operations including production, marketing, finance, and human resources. *Meets the general studies upper-division intensive writing requirement. Prerequisites: BUSI 210 and ECON 250*

### **BUSI 405 Business Report Writing (3)**

Students practice writing clear, well-organized, effective formal and informal reports. Evaluation and preparation of business reports, utilizing business research methods and communication techniques are emphasized. Management of data and the use of graphics also are included. *Meets the general studies upper-division intensive writing requirement.*

### **BUSI 410 Production Management (3)**

The curriculum focuses on decision making and controlling the allocations of personnel, materials, and machine utilization in a manufacturing environment. Handling and control of materials, inventory, purchasing, and quality control are addressed. Students also learn about setting standards and developing skills in estimating, forecasting, and scheduling. *Prerequisite: BUSI 210*

### **BUSI 430 Money and Banking (3)**

This course includes a study of monetary theories and banking principles, with special reference to contemporary developments in money and banking in the United States, the Federal Reserve System, and financial investment. *Prerequisites: BUSI 120, BUSI 121, ECON 250, and ECON 251*

### **BUSI 445 Human Resource Development (3)**

Students study the human factors in modern business as they are influenced by and effect labor-management interactions, personnel relations, techniques, and procedures. *Prerequisite: BUSI 210*

### **BUSI 448 Organization and Administrative Behavior (3)**

This course deals with policies and practices in the management of human resources. Major organizational behavior theories are discussed in a role-playing, seminar environment. *Prerequisite: BUSI 210*

### **BUSI 450 Strategic Management (3)**

This course focuses on fundamental decisions in the life of a business. What is the business, and what should it be? What are the objectives? How are priorities set? How are strategic, long-range decisions to be handled? To grow or not to grow – and what is the right size? *Prerequisites: BUSI 210, BUSI 330, and senior status*

### **BUSI 496 Senior Seminar (3)**

This course focuses on the integration of Christian faith, ethical issues, and professional concerns, which confront business professionals in the workplace with particular concern for leadership and transitions. The course explores biblical and moral principles as related to real-life case studies. In addition, the course offers the student the opportunity to complete in-depth study in a business related area to further prepare them as effective participants and leaders in the workplace. *Meets the general studies senior seminar requirement. Prerequisites: senior standing; completion of the majority of the units required for God's Word and the Christian Response; completion of the majority of coursework in the major; and upper-division writing intensive course*

### **BUSI 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

## Finance

### **FIN 330 Financial Analysis (3)**

This course prepares students with the necessary tools of financial statement analysis for business valuation and strategic considerations. The course develops the ideas of ratio analysis and time value of money in discounted cash flows in order to analyze the financial conditions of a business organization. The course also covers credit analysis and corporate finance issues such as merger and acquisition and debt financing. Case studies are used extensively. *Prerequisites: BUSI 330 and MATH 151, or instructor's permission, and MATH 110 with a grade of B or better*

### **FIN 432 Investment Analysis (3)**

This course introduces the student to the basic tools of investment analysis and integrates these with the actual operations of investments and portfolio construction. The emphasis is on providing analyses of asset selection with an experience of real market activities. *Prerequisites: ECON 352, FIN 330, and MATH 151 or instructor's permission*

### **FIN 434 Derivatives (3)**

This course prepares students with a basic understanding of derivatives of financial assets and commodities (such as futures, options, swaps, etc.). Pricing of these derivatives and their function in hedging and speculation is discussed. Recent innovations of pricing models for instruments such as interest rate derivatives, exotic options, and assessment of market risk based on the market prices of derivatives are also covered. *Prerequisites: FIN 432, MATH 151, and PSYC 350 or instructor's permission*

### **FIN 436 Financial Risk Management (3)**

The course provides students with the theory and management tools of risk management and financial innovation, using different combinations of financial assets and derivatives to immunize the organization's market risk. Topics include dynamic hedging using derivatives such as futures and options, and possibly the development of new products (or combinations) to protect the business or portfolio from the exposure to financial risk. *Prerequisites: FIN 434 and MATH 151 or instructor's permission*

### **FIN 439 Seminar in Finance (3)**

This course covers case studies in corporate finance, such as corporate strategy and structure, capital structure and payout policy, raising capital, corporate restructuring, and corporate governance. The course provides students with an understanding of the strategic issues of corporate financial management. In particular, advanced topics such as assessment and analysis of market volatility, evolution of financial structures, and strategies are also covered. *Prerequisites: FIN 436 and MATH 151 or instructor's permission*

## International Business

### **IBUS 373 Global Marketing (3)**

This course is an overview of international marketing and considers the powerful economic, technological, industrial, political, and demographic forces that are converging to build the foundation of a global marketplace in a dynamic and ever-changing world. Projects involving international marketing are conducted. May be taken on campus or in the IBI study abroad program. *Prerequisites: BUSI 360, BUSI 370, ECON 250, ECON 251*

### **IBUS 374 Topics in International Management and Strategy (3)**

Students analyze operational management issues encountered in international and culturally diverse enterprises. The course focuses upon human resource management, production management, cross-cultural issues, and strategic planning and implication to the firm. A series of cases and a corporate analysis project are utilized. This course may be taken on campus or in the IBI study abroad program. *Prerequisites: BUSI 210, BUSI 250, BUSI 251*

### **IBUS 479 Seminar in International Business (3)**

Students focus on advanced issues in international business. Primary emphasis is placed on consideration of the ethical issues of international business. Topics also include the relationship between international business and employment and economic growth in both concerns of international business organizations. *Prerequisites: BUSI 340, BUSI 370, and/or instructor's permission*

## Marketing

### **MKTG 350 Marketing Internship (1-3)**

This course provides practical application of marketing principles and theory. The student learns to research, set promotional and marketing objectives, and implement. *Prerequisites: BUSI 360 and instructor's permission*

### **MKTG 361 Marketing Communication (3)**

The marketing communication function is introduced. Topics include advertising theory and measurement, communication theory, promotional strategies, public relations and publicity, consumer education, collateral materials planning, and promotional ethics. *Prerequisite: BUSI 360*

### **MKTG 362 Consumer Behavior (3)**

This course offers comprehensive examination of the nature of markets and the factors influencing market development and change. Students study individual consumer's behavior in relation to the buying-selling process. Emphasis is placed on understanding the consumer in order to facilitate the development of an effective marketing strategy. *Meets the general studies elective requirement. Prerequisite: BUSI 360*

### **MKTG 363 Marketing Research (3)**

This course is an overview and practical application of contemporary methods for gathering, analyzing, and preparing market research for use in management decision making. Research methodology includes specific topic areas as the research process, primary and secondary data, qualitative and quantitative research methods, statistical analysis, and utilization of technology. *Prerequisites: BUSI 360 and PSYC 350, MATH 110 with a grade of B or better*

### **MKTG 364 Sales and Sales Management (3)**

In this course, consideration is given to personal selling strategies and practices, including consultative selling, and negotiation, using principles of human behavior. The sales management function, including recruiting and selecting salespeople, training, compensation plans and quotas, supervising, motivating, planning, forecasting, and evaluating, is covered in detail. *Prerequisite: BUSI 360 or instructor's permission*

### **MKTG 368 Retail Marketing (3)**

Students learn the principles of retail marketing of products and services. The course emphasizes the unique issues and problems of store managers, merchandising executives, and service company managers. Location, sales promotion, organization, personnel, buying, inventory, control methods, product mix, pricing, and profitability are considered. Extensive quantitative techniques are employed. *Prerequisites: BUSI 360, MKTG 362, and MKTG 363*

### **MKTG 369 Global Industrial Marketing (3)**

Students learn the marketing of business goods by manufacturers to other businesses, government agencies, and social institutions. The course consists of market analysis, sales forecasting, product strategy, effective use of sales force, and industrial promotional planning and implementation. Extensive quantitative techniques are utilized. *Prerequisites: BUSI 360, MKTG 362, and MKTG 363*

### **MKTG 465 Strategic Marketing Management/SIFE (Students in Free Enterprise) (3)**

The course offers a strategic approach to the management of the marketing function. Students are required to plan, organize, and present a community event. All aspects of marketing are integrated, including developing a marketing plan, presentations to officials, creating promotional materials, soliciting sales, and preparing a budget to cover the cost of the event. May be taken twice for credit.

## Web and Information Technology

### **WEB 448 Web Practicum in Strategic Internet Marketing (3)**

This e-commerce course emphasizes relationships among e-commerce business concerns, Internet technology, and the social and legal context of e-commerce. Students create a strategic marketing plan and basic website for an organization. *Prerequisites: BUSI 240, BUSI 360, senior standing, or instructor's permission*

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

## B.A. in Economics

### Introduction

Economists study how society creates and distributes value among its members. At APU, students may choose broadly from among the economics courses offered. Alternatively, students may select an area of concentration. Business economics studies the supply and demand decisions of individuals and firms, the market structure and competitive conditions of particular industries, the effects of policy changes on business and social decisions, and the employment and wage conditions in the society. The focus is on the economic environment of business rather than on business operations. International development economics examines the needs of the developing world and how economic and social conditions are changing in those countries, the structure of domestic and international economic systems, and the role of small and large-scale efforts to improve the living conditions of these people.

### Career Opportunities

Economics teaches students to think critically and analytically and prepares them to address complex problems in a wide variety of settings. Graduates may work as business or policy analysts, or in such diverse fields as law, journalism, education, non-governmental and missions organizations, and international affairs. Students interested in graduate study in economics will benefit from taking additional mathematics courses.

### Economics Core

18 units

The core requirements of the economic major provide students with grounding in the primary areas of the discipline and an understanding of the basics of economic behavior. All students with an economics major in the School of Business and Management must complete the following common economics core:

ECON	250	Principles of Macroeconomics	3
ECON	251	Principles of Microeconomics	3
ECON	350	Intermediate Macroeconomics	3
ECON	351	Intermediate Microeconomics	3
ECON	458	Economics and Religion	3
PSYC	299	Applied Statistics	3

### Requirements for the Economics Major

39 units

The B.A. in economics comprises 39 units. Students must attain a minimum C- grade in all courses required for the major or minor. Students must achieve an average GPA of 2.5 in the courses counted for the economics major or minor. (This includes the Economics Core.)

### Economics Core

18 units

### Economics electives

21 units

Select 21 units from the following list:

ECON	352	Financial Markets and Institutions	3
ECON	353	Health Economics	3
ECON	355	Environmental Economics	3
ECON	356	Labor Economics	3
ECON	357	Economics of the Developing World	3
ECON	359	Urban and Regional Economics	3
ECON	371	Comparative Economics	3
ECON	372	International Trade and Finance	3
ECON	452	Econometrics	3
ECON	453	Microenterprise and Microfinance	3

### Requirements for the Economics Minor

21 units

ECON	250	Principles of Macroeconomics	3
ECON	251	Principles of Microeconomics	3
ECON	350	Intermediate Macroeconomics	3
ECON	351	Intermediate Microeconomics	3

Three additional upper-division economics courses from:

ECON	352	Financial Markets and Institutions	3
ECON	353	Health Economics	3
ECON	355	Environmental Economics	3
ECON	356	Labor Economics	3
ECON	357	Economics of the Developing World	3
ECON	359	Urban and Regional Development	3
ECON	371	Comparative Economics	3
ECON	372	International Trade and Finance	3
ECON	452	Econometrics	3
ECON	453	Microenterprise and Microfinance	3
ECON	458	Economics and Religion	3

The economics minor allows no more than three courses in the student's major to count toward this minor.

### Requirements for the B.A. in Economics with a Concentration in International Development

51 units

The B.A. in economics with a concentration in international development comprises 51 units. Students must attain a minimum C- grade in all courses required for the major. Students must achieve an average GPA of 2.5 in the courses counted for the economics major. (This includes the Economics Core.)

### Economics Core

18 units

### International Development

24 units

ECON	355	Environmental Economics	3
ECON	356	Labor Economics	3
ECON	357	Economics of the Developing World	3
ECON	359	Urban and Regional Economics	3
ECON	371	Comparative Economics	3
ECON	372	International Trade and Finance	3
ECON	452	Econometrics	3
ECON	453	Microenterprise and Microfinance	3

### Select three of the following:

9 units

BUSI	110	Introduction to Business	3
BUSI	370	International Business***	3
GLBL	301	Anthropology for Everyday Life**/***	3
HIST	210	World Geography	3
POLI	340	International Relations**	3
THEO	480	Theologies of Liberation	3

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

**Requirements for the B.A. in Economics with a Concentration in Business**

**52 units**

The B.A. in economics with a concentration in business comprises 52 units. Students must attain a minimum C- grade in all courses required for the major or minor. Students must achieve an average GPA of 2.5 in the courses counted for the economics major or minor. (This includes the Economics Core.)

**Economics Core 18 units**

**Business Economics 21 units**

ECON 352 Financial Markets and Institutions	3
ECON 353 Health Economics	3
ECON 355 Environmental Economics	3
ECON 356 Labor Economics	3
ECON 359 Urban and Regional Economics	3
ECON 452 Econometrics	3
ECON 453 Microenterprise and Microfinance	3

**Business Courses 13 units**

BUSI 120 Principles of Accounting I	4
BUSI 210 Principles of Organization and Management	3
BUSI 330 Principles of Finance	3
BUSI 360 Principles of Marketing	3

**B.S. in Business Economics**

**Introduction**

The business economics major provides students analytical skills built on a strong general business foundation. This major focuses on business management responsibilities and the improvement in business decision making that comes from a deeper understanding of the economic environment of business including labor, environmental, and international issues. Students become grounded in economic theory and practical applications.

**Career Opportunities**

Business economics careers may be found throughout the field of business, including business and financial analysis and forecasting, banking, labor organizations, and international trade. Individuals in possession of strong analytical skills are in high demand.

**Requirements for the B.S. in Business Economics Majors**

**64 units**

The B.S. in Business Economics comprises 64 units. Students must achieve an average GPA of 2.5 or higher in their major courses. (This includes the Business Core.)

**Business Core Courses 43 units**

**Economics Courses 21 units**

ECON 350 Intermediate Macroeconomics	3
ECON 351 Intermediate Microeconomics	3
ECON 452 Econometrics	3

Select four courses from the following:

ECON 352 Financial Markets and Institutions	3
ECON 353 Health Economics	3
ECON 355 Environmental Economics	3
ECON 356 Labor Economics	3
ECON 359 Urban and Regional Economics	3
ECON 372 International Trade and Finance	3
ECON 453 Microenterprise and Microfinance	3
ECON 458 Economics and Religion	3

**Course Descriptions**

**Economics**

**ECON 250 Principles of Macroeconomics (3)**

This course provides an introduction to concepts and tools of economic analysis for macroeconomics. Students study national income and economic growth, interest rates, unemployment, and government fiscal and monetary policies.

**ECON 251 Principles of Microeconomics (3)**

This course provides an introduction to concepts and tools of economic analysis for microeconomics. Students study the interactions of firms and consumers: consumer demands, firm costs, price determination under various market structures, and the role of government in a market economy. *Prerequisite: MATH 110 with a grade of B or better*

**ECON 350 Intermediate Macroeconomics (3)**

This course develops more complex economic models applicable to the study of such topics as economic growth; the effects of monetary policy on business cycles, prices and interest rates; government spending and debt; and the macroeconomy with trade. *Prerequisite: ECON 250*

**ECON 351 Intermediate Microeconomics (3)**

This course expands the concepts and tools of economic analysis developed in the Principles of Microeconomics course. The course develops more in-depth models of interactions in society: consumer choice, firm decisions, perfect and imperfect competition. Issues of uncertainty and strategic interaction are addressed as well as extensions to multiple markets. *Prerequisite: ECON 251*

**ECON 352 Financial Markets and Institutions (3)**

This course studies financial markets, instruments, and institutions. Students examine the role of depository institutions, insurance companies, and others in the process of intermediation. The structure of financial markets, recent developments in financial instruments, interest rate determination, and the regulatory environment are discussed. *Prerequisite: ECON 250 or instructor's permission*

**ECON 353 Health Economics (3)**

This course examines the economics of the health care industry primarily within the United States. Students consider the production of health care, the role of markets in allocating care, insurance and the management of care and costs, and the role of government policy in accomplishing social objectives. *Prerequisite: ECON 251*

**ECON 355 Environmental Economics (3)**

This course applies economic perspectives and analytical tools to the study of environmental problems. It focuses on decisions that have environmental impacts and on the economic impact of environmental policies. The effect of business activities on the environment and the effects of policy on business are of specific concern.

**ECON 356 Labor Economics (3)**

This course examines the allocation of labor in a society among its various possible uses. Students consider the role of markets in allocating this labor, issues of market power, and the role of government policy in accomplishing social objectives. Wage determination, job search, and labor productivity are also discussed. *Prerequisite: ECON 251*

**ECON 357 Economics of the Developing World (3)**

This course introduces students to the economic and social issues confronting the majority of people in the world. Students survey the current conditions of people in the developing world and build ways of understanding the complex issues that they face. Using these tools, students examine economic and financial infrastructure, political conditions, levels and trends in poverty and income distribution, job creation and economic growth, health and education, and environmental conditions which all affect the state of "development" of a people. *Prerequisites: BUSI 250 and BUSI 251*

**ECON 359 Urban and Regional Economics (3)**

This course combines the disciplines of economics and geography. Economic interactions among individuals, firms, and governmental units are analyzed geographically by focusing on central cities, suburbs, and outlying regions. Within this urban and regional context, this course places particular emphasis on market forces, land use, transportation, crime, housing, and local government. *Prerequisites: ECON 250 and ECON 251*

**ECON 371 Comparative Economics (3)**

Students are offered an integrated treatment of policy, institutions, business, and international trade theory within the different types of economic systems. The values that societies hold are examined as reasons for why different systems are chosen in different countries. The course studies the economics of both open market economies and socialist economies, examining their domestic and international policies toward economic interactions. *Prerequisite: ECON 250*

**ECON 372 International Trade and Finance (3)**

Students study the theory and practice of international trade and international finance. The course addresses questions of why countries trade, what they trade, and national and global trade policies. Also, foreign exchange markets, exchange rate determination, foreign direct investment, and international capital markets are studied. *Prerequisites: ECON 250 and ECON 251*

**ECON 452 Econometrics (3)**

This course introduces students to econometric analysis to better understand the economic environment. Crosssectional regression analysis and time series methods are covered. Serial correlation and heteroskedasticity are addressed. Panel data methods are introduced as well as such topics as instrumental variables and simultaneous equation estimation. *Prerequisite: PSYC 299 or MATH 360*

**ECON 453 Microfinance and Microenterprise (3)**

Microfinance and microenterprise development are strategies for strengthening the economic opportunities of poorer households to enable families to build assets, provide income, and plan for a better future. This course examines these approaches in depth and evaluates the effectiveness of various projects at accomplishing their stated goals. *Prerequisites: ECON 350 and ECON 351*

**ECON 458 Economics and Religion (3)**

This course provides students an opportunity to examine the relationship between religion and economic life in terms of individuals' actions and the elements of the economic system itself. In particular, students examine the relationship between economic behavior and institutions and Islam, Confucianism, and Christianity. *Prerequisites: ECON 350 and ECON 351*

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

**Ethnic Studies Minor**

**Introduction**

The Ethnic Studies Minor Program enhances students' understanding of the experiences of U.S. immigrant populations and communities of color, along with their sensitivity to issues of race, ethnicity, and social class. The program also enables students to analyze contemporary social problems that affect these populations, and to evaluate public policy related to the areas of immigration, education, criminal justice, health care, and economic development. The primary curricular focuses are on the experiences of Asian Americans, African Americans, Chicano/Latino, and American Indian peoples within the United States. Because of its interdisciplinary character, students can appreciate how scholars in different fields (e.g., history, art, literature, communications, anthropology, education, political science, psychology, and sociology) approach the study and expression of race and ethnicity.

The Ethnic Studies Minor supports two overarching goals:

1. To allow APU students to develop a greater understanding of racial and ethnic diversity in the United States as a basis for
  - a) enhanced effectiveness in multicultural workplaces, and
  - b) a critical appraisal of contemporary intergroup relations, both stateside and abroad.
2. To provide students of culturally diverse backgrounds at APU with an academic program that addresses their heritage and enhances their self-awareness.

**Requirements for the Ethnic Studies Minor 18 units**

**Core Requirements 3 units**

ETHN	150	Introduction to Ethnic Studies	3
------	-----	--------------------------------	---

**Contemporary Experience Requirements 9 units**

ETHN	356	The African American Experience	3
ETHN	357	The Chicano(a)/Latino(a) Experience	3
ETHN	355	The Asian American Experience	3

**Elective Requirements 6 units**

(Select 6 units from any of the below courses.)

**Culture and the Arts**

ART	403	Multicultural Art*	3
COMM	495	Special Topics: Film and Minority Issues	3
ENGL	489	Literary Topics: African American Literature and the City	3
ENGL	364	American Ethnic Literature	3
GLBL	301	Anthropology for Everyday Life**/***	3
MUS	301	Music of Africa**	3
MUS	302	Soul Music**	3

**Social Relationships/Public Policy**

EDUC	405	Diversity in the Classroom***	3
GLBL/COMM	310	Intercultural Communication**	3
HIST	346	History of American Immigration	3
PSYC	400	Cross-Cultural Psychology**	3
SOC	358	Human Diversity**	3
SOC	359	Immigrant Los Angeles	3
SOC	464	Social Stratification	3
THEO	480	Theologies of Liberation	3

\*Meets a General Studies Core (or elective) requirement.

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

## Course Descriptions

### Ethnic Studies

#### **ETHN 150 Introduction to Ethnic Studies (3)**

This class examines the complexities of ethnic and racial diversity in the United States, exploring the historical and cultural aspects of how ethnic minority groups have been affected by social inequality in America. The course provides an overview of concepts and terms essential to studies and discussions within the discipline of ethnic studies. Covered terms include: race, racism, racialization and racialism, ethnicity and ethnic identity, ethnonationalism or ethnic nationalism, panethnicity, ethnocentrism, prejudice, discrimination, segregation, marginalization, diversity, pluralism, multiculturalism, affirmative action, enculturation, acculturation, assimilation, and self-determination. This survey course provides an overview of the discipline of ethnic studies as a whole. Topics of study include: the social construction of race and ethnicity, notions of identity and citizenship, and analyses of African Americans, Asian Americans, Chicanos and Latinos, Native Americans, and Pacific Islanders. The effect of culture on spiritual experience and identity are also examined.

#### **ETHN 355 The Asian American Experience (3)**

This class introduces students to the history and experiences of Asian Americans. Using the analytical lens of sociological inquiry, students examine immigration patterns, sociopolitical and economic challenges, as well as issues encountered by Asian Americans due to racism and/or ignorance. The course also explores the contributions of Asian cultures to the fabric of American life.

#### **ETHN 356 The African American Experience (3)**

This course introduces students to the experience of African Americans in the United States, including an examination of their contributions to the nation's development as well as an exploration of the dimensions of their identity. Students are challenged to critically analyze and interpret history and culture.

#### **ETHN 357 The Chicano(a)/Latino(a) Experience (3)**

This class introduces students to the history and experiences of Chicano(a)/Latino(a) Americans, while examining Latino(a)/Chicano(a) immigration patterns, sociopolitical and economic influences, heritage and traditions, contributions to America culture, and race relations.

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

# School of Music



<b>Bachelor of Arts in Music</b>	<b>187</b>
<b>Applied Music</b>	<b>187</b>
<b>Church Music</b>	<b>187</b>
<b>Music Education</b>	<b>188</b>
<b>Music Theory</b>	<b>188</b>
<b>Commercial Music</b>	<b>188</b>
<b>Bachelor of Music in Performance</b>	<b>189</b>



# School of Music

## Faculty

*Dean: Duane Funderburk, DMA*

*Chair, Undergraduate Studies; and Associate Professor:  
Rod Cathey, DMA*

*Professors: Donavon Gray, DMA; Dennis Royse, Ph.D.;  
Robert Sage, DMA; Philip Shackleton, DMA*

*Associate Professors: David Beatty, M.M.; Kimasi Browne, Ph.D.;  
Harold Clousing, M.M.; Marvin McKissick, M.M.; Donald Neufeld, M.A.*

*Assistant Professors: Joel Clifft, DMA; Claire Fedoruk, DMA;  
David Hughes, DMA; Alexander Koops, M.A.; Michael Kozubek, M.M.;  
John Sutton, M.A.*

*Instructors: William Boocock, M.A.; Patricia Edwards, M.M.;  
Michelle Jensen, M.M.; Alex Russell, M.M.*

*Lecturers: Janet Harms, Ed.D.; Eniko St. Clair, DMA*

## Mission

The School of Music at Azusa Pacific University seeks to use God's gift of music to develop musicians of character and competence in an environment of excellence, balance, and integrity.

## School Overview

Azusa Pacific University offers a **Bachelor of Arts in Music** with emphases in Applied Music (Performance), Church Music, Music Education, Music Theory, and Commercial Music, a **Bachelor of Music in Performance**, a **Master of Music in Performance**, **Master of Music in Conducting**, and a **Master of Music Education**. The School of Music continually refines and upgrades its programs. The pursuit of excellence in the classroom and in performance draws, sharpens, blends, and matures the talents of each student.

## Requirements Common to all Music Majors

### Music Theory Proficiency

The Music Theory Placement Examination is given to incoming students who are not transferring credit for Music Theory I from another college or university. This examination measures the student's background in music theory and ensures placement at the appropriate level. Students who are not ready for Music Theory I will take Music Fundamentals for Music Majors and then begin the music theory sequence in the next semester. The examination may be taken online. A grade of C or higher in Music Theory II is a prerequisite for enrolling in Music Theory III. Music Theory I and II must be repeated until the minimum grade is achieved.

### Piano Proficiency

Each student must register for class piano or applied piano until an examination is passed. Examination fact sheets are available in the School of Music office. Students will not be cleared to graduate until they have passed the Piano Proficiency Examination which is usually met at the conclusion of MUS 108.

## Grade-Point Average

Music majors must maintain a 2.5 GPA for all upper-division music classes (those classified as 300-400 level). Students with a cumulative GPA lower than 2.0 or who are on probation are not eligible to participate in a performing group other than Oratorio Choir.

## Performance Forum

Performance Forum (MUS 210) meets every Monday at 4:20 p.m. and features a variety of presentations including student recitals, guest artists, and lecturers. Music majors must be continuously enrolled in Performance Forum for eight semesters. This class is graded by Pass/Fail based on attendance. Students who do not pass the course will be required to take Concert Music (MUS 353) to make up the deficiency. Transfer students must enroll in MUS 210 and an approved ensemble every semester in attendance, up to eight semesters. Any of these forums that are designated as student recitals will count toward the 14 required recitals.

## Student Attendance

Students are required to attend a minimum of 14 on-campus recitals per year, 2 of which must be Artist Concert Series recitals. A schedule of these recitals, and those that count toward recital credit, will be distributed at the beginning of each semester and updated as necessary. The School of Music office maintains careful attendance records; however, students should keep a copy of all programs of recitals they attend for their own records. To help track recital attendance, students may download and print The Recital Attendance Form (PDF) from the School of Music website. To receive attendance credit, students must fill out and hand in an attendance card at the recital. Workshops, off campus concerts by APU performing groups, or performing in a concert as a member of an ensemble may not qualify for recital credit.

## Concert Music

Concert Music (MUS 353) provides redemption for students who have not met the requirements of recital attendance. In extenuating circumstances, students may petition, in advance, to make up attendance by registering for Concert Music. If granted, students making up recital attendance in this manner must adhere to the course requirements. Students negligent in fulfilling the requirements of MUS 353 may be called to appear before the School of Music faculty and are subject to disciplinary action and eventual dismissal from the program.

## Recital Performance

Each performance major must present a solo performance annually in a student recital. This requirement can be met through Performance Forum Student Recitals, a Junior Recital, or a Senior Recital. Any other performances proposed to meet this requirement must be requested through the petition process and submitted to the dean of the School of Music. Non-performance majors must present a solo performance in either a studio recital or Performance Forum Student Recital. In the case of a student who is taking instruction in more than one applied area, recital performance is only required in the primary applied area.

All students will take applied jury each semester. Music majors with an emphasis in applied music present a recital during their junior year<sup>^</sup> (shorter program) and an additional recital in their senior year<sup>^^</sup> (full length program). Only Bachelor of Music in Performance students must register for Senior Recital (MUS 491). Students giving recitals should follow the guidelines in the Azusa Pacific University School of Music Etiquette Booklet (available through the School of Music office).

## MUSIC

### Applied Music

1. Each student is required to take at least eight units in one applied area. Voice Class may be substituted for the first semester of private voice. The student must then take seven additional units of Applied Voice.
2. Jury examinations are required each semester for all students taking private lessons.
3. All students, in conjunction with the instructor, are responsible for selecting an accompanist for juries. There are three ways to select an accompanist:
  - a. The instructor may specify an accompanist.
  - b. The student may request a specific accompanist by submitting an accompanist request form available in the School of Music office.
  - c. The student may select an accompanist from a list of current student accompanists, which will be posted in the School of Music office.
4. 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 or does not meet the mandatory performance
  - b. A department representative will assign an instructor.
  - c. When the student is ill and notifies the teacher in advance, a make-up lesson will be rescheduled if possible. "No-show" students do not receive make-up lessons.

<sup>^</sup>Traditionally, those students in the Bachelor of Arts program are required to prepare a junior recital at the discretion of the applied professor involved. Students in the Bachelor of Music program are required to present a junior recital.

<sup>^^</sup>Senior recitals are required of all performance majors during their senior year. Bachelor of Arts performing emphasis seniors must present a senior recital but are not required to register for MUS 491 (Senior Recital). Bachelor of Music students must present a senior recital and register for MUS 491.

### Voice Class

All music majors without voice as their major performance area must take one semester of voice class or private voice.

### Upper-division Emphasis

Each student is required to select an upper-division emphasis in at least one of the following areas: applied music, music theory, music education, church music, or commercial music. Students must earn a grade of C or higher in all of their upper-division emphasis classes. Otherwise, the class must be repeated.

### Ensemble Requirement

In each of eight semesters as a music major, a student must meet the designated performance requirements as listed by emphasis below. Transfer students must participate each semester until they graduate or accumulate eight semesters. Membership in multiple ensembles in a given semester counts as only one semester toward the ensemble requirement.

All ensembles listed require audition except Oratorio Choir.

### Applied Music (BA) and Performance (BM)

Performance Area	Required Ensemble	Remaining Semesters' Ensemble Choices
Guitar	Oratorio Choir (1 yr.)	<ul style="list-style-type: none"> <li>• Chamber Ensemble</li> <li>• Oratorio Choir</li> </ul>
Piano and Organ	Oratorio Choir (2 yrs.)	<ul style="list-style-type: none"> <li>• Chamber Singers</li> <li>• Ensemble Accompanist<sup>^</sup></li> <li>• Opera Workshop</li> <li>• Oratorio Choir</li> </ul>
Strings and Harp	Symphony Orchestra (4 yrs.)	N/A
Voice	Oratorio Choir (2 yrs.)	<ul style="list-style-type: none"> <li>• Chamber Singers</li> <li>• Opera Workshop</li> <li>• Oratorio Choir</li> </ul>
Winds, Brass, and Percussion	Select 4 years from: <ul style="list-style-type: none"> <li>• Symphonic Band</li> <li>• Symphony Orchestra</li> <li>• Wind Ensemble</li> </ul>	N/A

<sup>^</sup>Ensemble accompanists are assigned by the director of piano studies.

### Church Music (BA)

Performance Area	Required Ensemble	Remaining Semesters' Ensemble Choices
Guitar	Oratorio Choir (2 yrs.)	<ul style="list-style-type: none"> <li>• Bel Canto Women's Choir</li> <li>• Chamber Music</li> <li>• Chamber Singers</li> <li>• Gospel Choir</li> <li>• Handbells<sup>^^</sup></li> <li>• Men's Chorale</li> <li>• Oratorio Choir</li> <li>• University Choir/Orchestra</li> </ul>
Piano and Organ	Oratorio Choir (2 yrs.)	<ul style="list-style-type: none"> <li>• Bel Canto Women's Choir</li> <li>• Chamber Singers</li> <li>• Ensemble Accompanist<sup>^</sup></li> <li>• Gospel Choir</li> <li>• Handbells<sup>^^</sup></li> <li>• Jazz Ensemble</li> <li>• Jazz Choir</li> <li>• Men's Chorale</li> <li>• Oratorio Choir</li> <li>• University Choir/Orchestra</li> </ul>
Strings, Winds, and Percussion	Select 4 years from: <ul style="list-style-type: none"> <li>• Symphonic Band</li> <li>• Symphony Orchestra</li> <li>• Wind Ensemble</li> </ul>	N/A
Vocal	Oratorio Choir (2 yrs.)	<ul style="list-style-type: none"> <li>• Bel Canto Women's Choir</li> <li>• Chamber Singers</li> <li>• Gospel Choir</li> <li>• Handbells<sup>^^</sup></li> <li>• Men's Chorale</li> <li>• Oratorio Choir</li> <li>• University Choir/Orchestra</li> </ul>

<sup>^</sup>Ensemble accompanists are assigned by the director of piano studies.

<sup>^^</sup>Maximum one year for credit in these ensembles.

## SCHOOL OF MUSIC

### Music Education (BA)

Performance Area	Required Ensemble (and minimum)	Remaining Semesters' Ensemble Choices
Guitar	Oratorio Choir (2 yrs.)	<ul style="list-style-type: none"> <li>• Chamber Singers</li> <li>• Gospel Choir (Rhythm Section)</li> <li>• Jazz Ensemble</li> <li>• Jazz Combo</li> <li>• Men's Chorale Praise Band</li> <li>• Oratorio Choir</li> <li>• University Choir/Orchestra (Rhythm Section)</li> </ul>
Piano	Oratorio Choir (2 yrs.)	<ul style="list-style-type: none"> <li>• Bel Canto Women's Choir</li> <li>• Chamber Singers</li> <li>• Ensemble Accompanist<sup>^</sup></li> <li>• Gospel Choir</li> <li>• Jazz Ensemble</li> <li>• Jazz Choir</li> <li>• Men's Chorale</li> <li>• Oratorio Choir</li> <li>• University Choir/Orchestra</li> </ul>
Strings, Winds, and Percussion	Select 4 years from: <ul style="list-style-type: none"> <li>• Oratorio Choir</li> <li>• Symphonic Band</li> <li>• Symphony Orchestra</li> <li>• Wind Ensemble</li> </ul>	N/A
Vocal	Oratorio Choir (2 yrs.)	<ul style="list-style-type: none"> <li>• Chamber Singers</li> <li>• Opera Workshop<sup>^^</sup></li> <li>• Oratorio Choir</li> </ul>

<sup>^</sup>Ensemble accompanists are assigned by the director of piano studies.

<sup>^^</sup>Maximum one year for credit in these ensembles.

### Commerical Music (BA)

Performance Area	Required Ensemble (and minimum)	Remaining Semesters' Ensemble Choices
Guitar and Electric Bass	Oratorio Choir (1 yr.)	<ul style="list-style-type: none"> <li>• Chamber Ensemble<sup>^^^</sup></li> <li>• Chamber Singers<sup>^^^</sup></li> <li>• Chapel Band<sup>^^^</sup> (enroll in Chamber Ensemble)</li> <li>• Gospel Choir<sup>^^^</sup> (Rhythm Section)</li> <li>• Jazz Combo<sup>^^^</sup></li> <li>• Jazz Ensemble<sup>^^^</sup></li> <li>• Oratorio Choir<sup>^^^</sup></li> <li>• Qualifying Small Group<sup>^^^</sup> (during academic year)</li> <li>• University Choir/Orchestra<sup>^^^</sup> (Rhythm Section)</li> <li>• Jazz Choir<sup>^^^</sup> (Rhythm Section)</li> </ul>
Percussion	Oratorio Choir (1 yr.)	<ul style="list-style-type: none"> <li>• Chapel Band<sup>^^^</sup> (enroll in Chamber Ensemble)</li> <li>• Gospel Choir<sup>^^^</sup></li> <li>• Jazz Choir<sup>^^^</sup></li> <li>• Jazz Ensemble<sup>^^^</sup></li> <li>• Qualifying Small Group<sup>^^^</sup> (during academic year)</li> <li>• Symphonic Band<sup>^^^</sup></li> <li>• Symphony Orchestra<sup>^^^</sup></li> <li>• University Choir/Orchestra<sup>^^^</sup></li> <li>• Wind Ensemble<sup>^^^</sup></li> </ul>
Piano	Oratorio Choir (1 yr.)	<ul style="list-style-type: none"> <li>• Ensemble Accompanist<sup>^/^^^</sup></li> <li>• Gospel Choir<sup>^^^</sup></li> <li>• Jazz Choir<sup>^^^</sup></li> <li>• Jazz Ensemble<sup>^^^</sup></li> <li>• University Choir/Orchestra<sup>^^^</sup></li> </ul>
Strings	Symphony Orchestra (4 yrs.)	N/A
Vocal	<ul style="list-style-type: none"> <li>• Oratorio Choir (1 yr.)</li> <li>• University Choir/Orchestra (1 yr.)</li> </ul>	<ul style="list-style-type: none"> <li>• Chamber Singers</li> <li>• Gospel Choir</li> <li>• Jazz Choir</li> <li>• Oratorio Choir</li> </ul>
Winds	Select 4 years from: <ul style="list-style-type: none"> <li>• Symphony Orchestra</li> <li>• Wind Ensemble</li> <li>• Symphonic Band</li> </ul>	N/A

<sup>^</sup>Ensemble accompanists are assigned by the director of piano studies.

<sup>^^^</sup>One year in each of at least two different groups required.

## MUSIC

### Theory (BA)

Performance Area	Required Ensemble (and minimum)	Remaining Semesters' Ensemble Choices
Brass, Strings, Winds and Percussion	Select 4 years from: <ul style="list-style-type: none"> <li>• Oratorio Choir</li> <li>• Symphonic Band</li> <li>• Symphony Orchestra</li> <li>• Wind Ensemble</li> </ul>	N/A
Piano, Guitar, and Electric Bass	<ul style="list-style-type: none"> <li>• Oratorio Choir (1 yr.)</li> <li>• Select 1 year of ensemble registration from:               <ul style="list-style-type: none"> <li>– Symphonic Band</li> <li>– Symphony Orchestra</li> <li>– Wind Ensemble</li> </ul> </li> </ul>	Select remaining ensemble registration from: <ul style="list-style-type: none"> <li>• Chamber Singers</li> <li>• Ensemble Accompanist<sup>^</sup></li> <li>• Jazz Ensemble</li> <li>• Oratorio Choir</li> <li>• Symphonic Band</li> <li>• Symphony Orchestra</li> <li>• Wind Ensemble Vocal</li> </ul>
Vocal	Oratorio Choir (2 yrs.)	<ul style="list-style-type: none"> <li>• Bel Canto Women's Choir<sup>^^</sup></li> <li>• Chamber Singers</li> <li>• Gospel Choir<sup>^^</sup></li> <li>• Men's Chorale<sup>^^</sup></li> <li>• Oratorio Choir</li> <li>• University Choir/Orchestra<sup>^^</sup></li> </ul>

<sup>^</sup>Ensemble accompanists are assigned by the director of piano studies.  
<sup>^^</sup>Maximum one year for credit in these ensembles.

## Bachelor of Arts in Music

There is a demand for teachers who possess music skills in elementary and secondary schools in both public and private sectors. There are many positions in the field of church music for ministers of music and accompanists. The performance emphasis serves the needs of those students who wish to teach privately, consider a career as a full-time performer, or teach applied lessons at the college level. The music theory emphasis gives a foundation to those seeking a career in music writing and arranging. The commercial music emphasis prepares students to begin careers in the Christian and secular music business including recording arts, arranging/composing, performing, and production.

### Course Requirements Legend

Course Requirement Code:	Recommended Year:
F = Every fall	Fr = Freshman
S = Every spring	So = Sophomore
	Jr = Junior
	Sr = Senior

## Requirements for the Music Major 57-68 units

Core Courses		47-51 units
MUS 121/122	Music Theory I*/Music Theory II (F/S) (Fr, So)	3, 3
MUS 133/134	Practical Musicianship I/Practical Musicianship II (F/S) (Fr, So)	1, 1
MUS 217/220	Practical Musicianship III/IV (F/S) (So, Jr)	1, 1
MUS 221/222	Music Theory III/Music Theory IV (F/S) (So, Jr)	3, 3

MUS 296	Introduction to Music Technology (F/S) (Fr)	2
MUS 352	Baroque, Classical, and Early Romantic Music Literature**/** (F/S) (Jr)	3
MUS 361	Introduction to Conducting (F) (Jr)	2
MUS 455	Late Romantic and 20 <sup>th</sup> Century Music Literature** (S) (Sr)	3
MUS 441	Music in Worship (F/S) (Jr, Sr)	3
Applied Music (each semester, 1 unit; must be in one area) (F/S) (all)		8
Ensemble Requirement (see details listed on previous pages)		4-8

Select one of the following:

MUS 101	Beginning Voice Class (F/S) (Fr) (if not enrolled in private voice)	1
MUS 102	Intermediate Voice Class (F/S) (Fr)	1

Select one of the following:

MUS 350	History and Literature of Commercial Music** (F) (Jr) (for commercial music emphasis only)	3
MUS 351	Ancient, Renaissance, and World Music Literature** (F) (Jr)	3

Select one of the following (noncommercial music emphasis students):

MUS 362	Choral Conducting (S) (Jr)	2
MUS 363	Instrumental Conducting (S) (Sr)	2

\*Meets a General Studies Core (or elective) requirement.

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

### Other Requirements for Bachelor of Arts students

In addition, the student must choose at least one emphasis from the following: performance, music education, commercial music, theory, and church music. The emphases require a minimum of 10 units from the listed courses. A minimum 2.5 GPA must be maintained in all upper-division music courses. Students must earn a grade of C or higher in all of their upper-division emphasis courses or must repeat the course.

### Applied Music Emphasis (Performance) 10-12 units

An emphasis in performance prepares students for entrance into the performing arena, applied teaching, or for advanced study in the performance area of their choice. Students with an applied music emphasis must pass an examination at the end of their lower-division applied studies (after the second semester of 200-level applied music) to qualify for placement in upper-division applied music.

Additional units of private lessons		8
Senior Recital <sup>^</sup>		N/C
Pedagogy (F/S) (all)		2
MUS 224	Diction for Singers I (F) (So) (vocal performance only)	1
MUS 227	Diction for Singers II (S) (So) (vocal performance only)	1

<sup>^</sup>Bachelor of Arts students may elect to take MUS 491 (Senior Recital) for 2 units rather than the N/C senior recital requirement listed above.

### Church Music Emphasis 12 units

The church music emphasis includes studies of traditional and contemporary religious music, administrative techniques, and worship-leading skills for students desiring to serve as music leaders, music pastors, or ministers of music in the church.

MUS 339	Hymnology (F) (Jr, Sr)	2
MUS 442	Church Music Administration (even S) (Jr, Sr)	2
MUS 444	Seminar in Church Music (odd S) (Jr, Sr)	2
MUS 445	Service Playing (on demand) (N/A)	2
MUS 446	Issues in Church Music (odd S) (Jr, Sr)	2
MUS 447	Church Music Internship (on demand) (N/A)	2

## SCHOOL OF MUSIC

### Music Education Emphasis<sup>^</sup> 12 units

The music education emphasis provides future vocal, instrumental, and general music teachers with necessary skills, knowledge, and appropriate methodologies for success at all levels of music education within California. The California Commission on Teacher Credentialing for public schools endorses this specialization.

MUS 331	String Instrument Techniques (S) (Jr, Sr)	1
MUS 332	Woodwind Instrument Techniques (even F) (Jr, Sr)	1
MUS 333	Brass Instrument Techniques (F) (Jr, Sr)	1
MUS 334	Percussion Instrument Techniques (F) (Jr, Sr)	1
MUS 423	Orchestration (F/S) (Jr, Sr)	3
MUS 431	Introduction to Music Education (F) (Jr, Sr)	2
MUS 433	Music Methods for Elementary and Secondary Schools (S) (Jr, Sr)	3

<sup>^</sup>Please note: All music education emphasis students must join the Music Educator's National Conference (MENC) student chapter.

### Music Theory Emphasis 10 units

The music theory emphasis provides students who wish to work in the field of music composition, arranging, orchestrating, and multimedia scoring with skills necessary for entry-level positions or advanced study.

Required Courses:

MUS 321	Counterpoint (S) (Jr, Sr)	3
MUS 423	Orchestration (F/S) (Jr, Sr)	3

Select remaining units from:

MUS 323	Arranging I <sup>^^</sup> (F/S) (Jr, Sr)	2
MUS 421	Interpretive Arranging <sup>^^</sup> (on demand) (Jr, Sr)	2
MUS 422	Music Composition <sup>^^</sup> (S) (Jr, Sr)	2
MUS 424	Projects in Music Theory <sup>^^</sup> (on demand) (Jr, Sr)	2
MUS 427	Form and Analysis <sup>^^</sup> (F) (Jr, Sr)	2
MUS 428	Arranging II <sup>^^</sup> (S) (Jr, Sr)	2

<sup>^^</sup>Elective courses

### Commercial Music Emphasis 14-15 units

The commercial music emphasis prepares students for careers in both the Christian and secular music business, including recording arts, commercial arranging/composing, performing, and production. Coursework maintains a real-world point of view reflective of faculty who are primarily working professionals in the field of commercial music. Rather than training relatively narrowly prepared "specialists," this program seeks to produce broadly prepared musicians who are "generalists" with respect to the common skills required in a variety of careers in commercial music, and who are able to teach themselves new technologies and popular music styles as commercial music changes. Graduates may become engineers who can perform or arrange, arrangers who can engineer, or performers who are entrepreneurial business people.

**Enrollment in the commercial music emphasis is limited and by application only.** Students desiring to complete this emphasis should apply for acceptance by **April 15** of the freshman year. Transfer students who meet the prerequisites should apply as soon as possible. (Applications are available in the School of Music.) To be considered for this emphasis, the student must:

1. Earn a grade of *B* or better in each semester of Music Theory I, II, III, IV.
2. Pass the piano proficiency exam OR maintain continuous enrollment in MUS 103-108 Piano Class (or MUS 113/114 Piano), earning a minimum grade of *B*.
3. Earn a grade of *B* or better in MUS 296 Introduction to Music Technology.

**Note:** Because of the limited number of openings, completion of the above requirements does not guarantee acceptance into the commercial music emphasis.

**Students in the commercial music emphasis should take MUS 350 History and Literature of Commercial Music instead of MUS 351 Ancient, Renaissance, and World Music Literature (one of the music major core courses).**

### Commercial Music Core 8 units

All commercial music students complete four courses which make up the eight-unit commercial music core. These are in addition to the regular music major core.

MUS 323	Arranging I (F/S) (Jr) (recommended for first-semester juniors)	2
MUS 327	Audio Recording I (F/S) (So) (recommended for second-semester sophomores)	2
MUS 337	Music Business I (F/S) (So) (recommended for first-semester sophomores)	2
MUS 494	Commercial Music Internship (F/S) (Jr, Sr)	2

### Commercial Music Tracks 16-17 units

Beyond the eight units of commercial music core classes, there are four curriculum tracks for students in the commercial music emphasis: audio engineering, arranging, performance, and business. With the eight-unit commercial music core, each track totals 16 or 17 minimum units:

#### Audio Engineering 16 units

Commercial Music Core (MUS 323, MUS 327, MUS 337, MUS 494)		8
MUS 328	Audio Recording II (S) (Jr)	2
MUS 396	Advanced MIDI Technology (F) (Jr)	2
MUS 495	Production Techniques (F/S) (Sr)	2
Commercial Music Elective		2-3

#### Arranging 17 units

Commercial Music Core (MUS 323, MUS 327, MUS 337, MUS 494)		8
MUS 423	Orchestration (F/S) (Jr)	3
MUS 428	Arranging II (S) (Jr)	2
MUS 495	Production Techniques (F/S) (Sr)	2
Commercial Music Elective		2-3

#### Performance (Instrumental Commercial) 16 units

Commercial Music Core (MUS 323, MUS 327, MUS 337, MUS 494)		8
Four additional units of private lessons (in addition to the normal eight required of all music majors), focused on jazz/commercial playing		
MUS 382/383	Jazz/Commercial Ensemble (F/S) (Sr) (2 upper-division units minimum)	1, 1
MUS 391/392	Jazz Improvisation Workshop (F/S) (Sr) (2 upper-division units minimum)	1, 1

#### Business (with School of Business and Management) 17 units

Commercial Music Core (MUS 323, MUS 327, MUS 337, MUS 494)		8
BUSI 110	Introduction to Business (F/S) (Jr)	3
MUS 338	Music Business II (S) (Jr)	2
MUS 495	Production Techniques (F/S) (Jr)	2
Business or Commercial Music Elective		2-3

Commercial music electives include all courses for any commercial music track. Also included are MUS 324 Songwriting, MUS 322 Score Preparation and Printing, MUS 423 Orchestration, MUS 422 Composition, and MUS 321 Counterpoint.

## MUSIC

### Bachelor of Music in Performance

The Bachelor of Music in Performance, a 73-unit professional degree, prepares musicians for a career in performance, pedagogy (private teaching), or to pursue advanced degrees in performance. The four-year B.M. curriculum spans voice, piano, organ, guitar, trumpet, trombone, baritone, euphonium, tuba, French horn, flute, oboe, clarinet, bassoon, saxophone, violin, viola, percussion, cello, bass, and harp. In addition to music performance, courses in theory, music history, literature, and conducting give the student a thorough preparation in comprehensive musicianship. The ensemble requirement is 4-8 units (see details listed on previous pages).

#### Ensemble Requirement

In each of eight semesters as a music major, a student must meet the designated performance requirements as listed by emphasis below. Transfer students must participate each semester until they graduate or accumulate eight semesters. Membership in multiple ensembles in a given semester counts as only one semester toward the ensemble requirement.

All ensembles listed require audition except Oratorio Choir.

See previous pages for specific requirements.

### Bachelor of Music degree requirements

<b>Core Classes</b>		<b>41-45 units</b>
MUS 101/102	Voice Class (F/S) (Fr) (not required for vocal performance students)	1
MUS 121*/122, 221/222	Music Theory I-IV (F/S) (Fr, So, Jr)	12
MUS 133/134, 217/220	Practical Musicianship (F/S) (Fr, So, Jr)	4
MUS 427	Form and Analysis (F) (Jr, Sr)	2
MUS 296	Introduction to Music Technology (F/S) (Fr)	2
MUS 351	Ancient and Renaissance Music Literature** (F) (Jr)	3
MUS 352	Baroque and Classical Music Literature**/** (F/S) (Jr)	3
MUS 455	Romantic and 20 <sup>th</sup> Century Music Literature** (S) (Sr)	3
MUS 361	Introduction to Conducting (F) (Jr)	2
MUS 362 or 363	Choral Conducting or Instrumental Conducting (S) (Jr)	2
MUS 441	Music in Worship (F/S) (Jr, Sr)	3
MUS 210	Performance Forum (F/S) (all) (eight semesters continuous enrollment)	0
<b>Ensemble Requirement (See details listed on previous pages.)</b>		<b>4-8</b>

\*Meets a General Studies Core (or elective) requirement.

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

### Courses to complete the Bachelor of Music in Performance:

#### Piano Performance

<b>Core requirements</b>	<b>41-45 units</b>
Applied Piano (F/S) (all) (MUS 113/114, 213/214, 313/314, 413/414)	16
Piano Literature I (F/S) (Jr, Sr) (MUS 429)	2
Piano Literature II (F/S) (Jr, Sr) (MUS 430)	2
Piano Pedagogy (F/S) (Jr, Sr) (MUS 434)	2
Instrumental Collaboration for Keyboardists (F/S) (Jr, Sr) (MUS 397)	2
Vocal Collaboration for Keyboardists (F/S) (Jr, Sr) (MUS 398)	2
Keyboard Ensemble (F/S) (Jr, Sr) (MUS 399)	2
Junior Recital (F/S) (Jr) (MUS 393)	0
Senior Recital (F/S) (Sr) (MUS 491)	2
Chamber Music (2 semesters)	2
Music Electives	0-4

<b>Major total</b>	<b>73- 81 units</b>
<b>General Studies total</b>	<b>59-67 units</b>
<b>Grand total to graduate</b>	<b>132-148 units</b>

#### Organ Performance Core Requirements

<b>Core Requirements</b>	<b>41-45 units</b>
Applied Organ (F/S) (all) (MUS 115/116, 215/216, 315/316, 415/416)	16
Organ Literature I (F) (Jr, Sr) (MUS 417)	2
Organ Literature II (S) (Jr, Sr) (MUS 420)	2
Instrumental Pedagogy (odd F) (Jr, Sr) (MUS 440)	2
Instrumental Collaboration for Keyboardists (F/S) (Jr, Sr) (MUS 397)	2
Vocal Collaboration for Keyboardists (F/S) (Jr, Sr) (MUS 398)	2
Keyboard Ensemble (F/S) (Jr, Sr) (MUS 399)	2
Junior Recital (F/S) (Jr) (MUS 393)	0
Senior Recital (F/S) (Sr) (MUS 491)	2
Chamber Music (2 semesters)	2
Music Electives	0-4

<b>Major total</b>	<b>73-81 units</b>
<b>General Studies total</b>	<b>59-67 units</b>
<b>Grand total to graduate</b>	<b>132-148 units</b>

## SCHOOL OF MUSIC

### Violin, Viola, Cello, or Bass Performance

#### Core Requirements 41-45 units

Piano Class (must enroll until proficiency exam is passed) (F/S) (all) (MUS 103-108)	0-4
Applied Lessons (F/S) (all) (MUS 1S1/1S2, 2S1/2S2, 3S1/3S2, 4S1/4S2)	16
Chamber Music (four semesters) (F/S) (all) (MUS 151/152, 251/252, 355/356, 457/458)	4
Instrumental Music Literature (S) (Jr, Sr) (MUS 452)	2
Instrumental Pedagogy (F/S) (Jr, Sr) (MUS 440)	2
Junior Recital (F/S) (Jr) (MUS 393)	0
Senior Recital (F/S) (Sr) (MUS 491)	2
Music Electives	0-10

**Major total** **71-85 units**  
**General Studies total** **59-67 units**  
**Grand total to graduate** **130-152 units**

### Brass, Wind, or Percussion Performance

#### Core Requirements 41-45 units

Piano Class (must take until proficiency exam is passed) (F/S) (all) (MUS 103-108)	0-4
Instrumental Music Literature (S) (Jr, Sr) (MUS 452)	2
Instrumental Pedagogy (F/S) (Jr, Sr) (MUS 440)	2
Junior Recital (F/S) (Jr) (MUS 393)	0
Senior Recital (F/S) (Sr) (MUS 491)	2
Music Electives	0-10
Applied Lessons (F/S) (all)	16

(Select one of the groups listed below)

Applied Brass  
(MUS 1B1/1B2, 2B1/2B2, 3B1/3B2, 4B1/4B2)

Applied Woodwinds  
(MUS 1W1/1W2, 2W1/2W2, 3W1/3W2, 4W1/4W2)

Applied Percussion  
(MUS 1D1/1D2, 2D1/2D2, 3D1/3D2, 4D1/4D2)

(Select one of the groups listed below) 2

Brass Chamber Ensemble  
(MUS 153/154, 253/254, 357/358, 459/460)

Wind Chamber Ensemble  
(MUS 155/156, 255/256, 359/360, 464/465)

Percussion Chamber Ensemble  
(MUS 157/158, 257/258, 365/366, 469/470)

**Major total** **69-83 units**  
**General Studies total** **59-67 units**  
**Grand total to graduate** **128-150 units**

### Guitar Performance

#### Core Requirements 41-45 units

Piano Class (must take until proficiency exam is passed) (F/S) (all) (MUS 103-108)	0-4
Applied Guitar (F/S) (all) (MUS 1S1/1S2, 2S1/2S2, 3S1/3S2, 4S1/4S2)	16
Chamber Ensemble Strings (Guitar) (F/S) (all) (MUS 151/152, 251/252, 355/356, 457/458)	2
Instrumental Music Literature (even S) (Jr) (MUS 452)	2
Instrumental Pedagogy (TBA) (Jr, Sr) (MUS 440)	2
Junior Recital (F/S) (Jr) (MUS 393)	0
Senior Recital (F/S) (Sr) (MUS 491)	2
Guitar Fingerboard Harmony (odd F) (Jr) (MUS 379)	2
Music Electives	0-8

**Major total** **67-83 units**  
**General Studies** **59-67 units**  
**Grand total to graduate** **126-150 units**

### Harp Performance

#### Core Requirements 41-45 units

Piano Class (must take until proficiency exam is passed) (F/S) (all) (MUS 103-108)	0-4
Applied Harp (F/S) (all) (MUS 1S1/1S2, 2S1/2S2, 3S1/3S2, 4S1/4S2)	16
Chamber Ensemble Strings (Harp) (F/S) (all) (MUS 151/152, 251/252, 355/356, 457/458)	2
Instrumental Music Literature (F/S) (Jr) (MUS 452)	2
Instrumental Pedagogy (TBA) (Jr, Sr) (MUS 440)	2
Junior Recital (F/S) (Jr) (MUS 393)	0
Senior Recital (F/S) (Sr) (MUS 491)	2
Music Electives	2-8

**Major total** **67-81 units**  
**General Studies total** **59-67 units**  
**Grand total to graduate** **126-148 units**



## MUSIC

### Vocal Performance

#### Core Requirements

Piano Class (F/S) (all) (MUS 103-108)	0-4
Applied Voice (F/S) (all) (MUS 111/112, 211/212, 311/312, 411/412)	16
Song Literature Survey (F) (Jr) (MUS 348)	2
Vocal Pedagogy (S) (Jr, Sr) (MUS 443)	2
Diction I (F) (So) (MUS 224)	1
Diction II (S) (So) (MUS 227)	1
Preparing the Total Performer (S) (Jr, Sr) (MUS 484)	1
Opera Workshop (F/S) (So, Jr) (MUS 486)	2
Junior Recital (F/S) (Jr) (MUS 393)	0
Senior Recital (F/S) (Sr) (MUS 491)	2
Foreign Language <sup>^</sup> (also fulfills eight-unit General Studies requirement)	12
Music Electives	0-5

#### Major total

**79-88 units**

#### General Studies total

**51-59 units**

(reduced because of the foreign language overlap)

#### Grand total to graduate

**130-147 units**

<sup>^</sup>Must be eight units of French and four units of German, OR eight units of German and four units of French. If student already demonstrates acceptable proficiency (as determined by the foreign language faculty) in either German or French, then four units of Italian may be substituted for the four-unit language requirement. Student must petition for this exception in advance.

### Requirements for the Music Minor 36-44 units

Prospective music minors must meet all placement and proficiency examinations as required for the major. The theory examinations include key and meter signatures, major and minor scales, and intervals. Those who are deficient in theory are required to take MUS 120 Music Fundamentals for music majors before proceeding with first-year theory. Students with a keyboard deficiency must enroll in piano class or take private lessons until the piano proficiency exam is passed. The piano proficiency examination is modified for the minor. Placement auditions are held for all performance areas.

Music minors must maintain a 2.5 grade-point average in all upper-division music classes.

#### Course Requirements

**36 units**

MUS 121/122	Music Theory I*/II (F/S) (Fr, So)	3, 3
MUS 133/134	Practical Musicianship I/II (F/S) (Fr, So)	1, 1
MUS 217/220	Practical Musicianship III/IV (F/S) (So, Jr)	1, 1
MUS 170	Oratorio Choir (each semester) (F/S) (all)	4
MUS 221/222	Music Theory III/IV (F/S) (So, Jr)	3, 3
MUS 250	Music and Civilization* (F/S)	3
MUS 361	Introduction to Conducting (F) (Jr)	2
MUS 441	Music in Worship (F/S)	3
Applied Music (Instrumental or Voice) (F/S) (all)		5
One of the following:		
MUS 351	Ancient, Renaissance, and World Music Literature** (F) (Jr)	3
MUS 352	Baroque, Classical, and Early Romantic Music Literature**/** (F/S) (Jr)	3
MUS 455	Late Romantic and 20 <sup>th</sup> Century Music Literature** (S) (Sr)	3

\*Meets a General Studies Core (or elective) requirement.

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

NOTE: Music minors are required to attend seven School of Music-sponsored, on-campus recitals and concerts per year. Four semesters of Performance Forum are recommended.

### Course Requirements Legend

#### Course Requirement Code:

F = Every fall  
S = Every spring

#### Recommended Year:

Fr = Freshman  
So = Sophomore  
Jr = Junior  
Sr = Senior

### Course Descriptions

#### Music

#### MUS 1B1-MUS 1B2 Applied Brass (1)

This course offers applied instruction in brass instruments; open to music majors and nonmusic majors.

#### MUS 1C1 Applied Composition Class (1)

This course offers beginning experiences in composition, basic elements of texture, analytical listening, writing melody, simple harmony, and notational conventions. *Prerequisites or corequisites: MUS 121 and MUS 296*

#### MUS 1C2 Applied Composition Class (1)

This course further experiences in composition, basic elements of style, and harmonic rhythm, contrast, texture and instrumentation. *Prerequisites: MUS 1C1 or instructor permission; corequisites: MUS 122 and MUS 296*

#### MUS 1D1-MUS 1D2 Applied Percussion (1)

This course offers applied instruction in percussion instruments; open to music majors and nonmusic majors.

#### MUS 1S1-MUS 1S2 Applied Strings (1)

This course offers applied instruction in string instruments; open to music majors and nonmusic majors.

#### MUS 1W1-MUS 1W2 Applied Woodwinds (1)

This course offers applied instruction in woodwind instruments; open to music majors and nonmusic majors.

#### MUS 2B1-MUS 2B2 Applied Brass (1)

This course is a continuation of MUS 1B1-MUS 1B2. Applied instruction in brass instruments; open to music majors and nonmusic majors.

#### MUS 2D1-MUS 2D2 Applied Percussion (1)

This course is a continuation of MUS 1D1-MUS 1D2. Applied instruction in percussion instruments; open to music majors and nonmusic majors.

#### MUS 2S1-MUS 2S2 Applied Strings (1)

This course is a continuation of MUS 1S1-MUS 1S2. Applied instruction in string instruments; open to music majors and nonmusic majors.

#### MUS 2W1-MUS 2W2 Applied Woodwinds (1)

This course is a continuation of MUS 1W1-MUS 1W2. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.

#### MUS 3B1-MUS 3B2 Applied Brass (1)

This course is a continuation of MUS 2B1-MUS 2B2. Applied instruction in brass instruments; open to music majors and nonmusic majors.

#### MUS 3D1-MUS 3D2 Applied Percussion (1)

This course is a continuation of MUS 2B1- MUS 2D2. Applied instruction in percussion instruments; open to music majors and nonmusic majors.

#### MUS 3S1-MUS 3S2 Applied Strings (1)

This course is a continuation of MUS 2S1-MUS 2S2. Applied instruction in string instruments; open to music majors and nonmusic majors.

#### MUS 3W1-MUS 3W2 Applied Woodwinds (1)

This course is a continuation of MUS 2W1-MUS 2W2. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.

#### MUS 4B1-MUS 4B2 Applied Brass (1)

This course is a continuation of MUS 3B1-MUS 3B2. Applied instruction in brass instruments; open to music majors and nonmusic majors.



## SCHOOL OF MUSIC

### **MUS 4D1-MUS 4D2 Applied Percussion (1)**

This course is a continuation of MUS 3D1-MUS 3D2. Applied instruction in percussion instruments; open to music majors and nonmusic majors.

### **MUS 4S1-MUS 4S2 Applied Strings (1)**

This course is a continuation of MUS 3S1-MUS 3S2. Applied instruction in string instruments; open to music majors and nonmusic majors.

### **MUS 4W1-MUS 4W2 Applied Woodwinds (1)**

This course is a continuation of MUS 3W1-MUS 3W2. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.

### **MUS 099 Beginning Musicianship (1)**

This course offers beginning experiences in music reading and dictation, stressing pitch centering-matching, pitch memory, and recognition with an introduction to simple solfege. *This course does not count toward total units needed for graduation.*

### **MUS 100 Preparatory Organ (1-3)**

This course is for the student who requires additional study to reach the college level of performance. This course does not meet the curriculum requirements for music major or minor.

### **MUS 101 Beginning Voice Class (1)**

Students learn the basic principles of effective singing and performing in a group setting. By actively participating in warm-up exercises, carefully observing other performers, and taking advantage of solo opportunities, students learn how to sing with greater freedom, power, and resonance. A study of vocal literature is also included.

### **MUS 102 Intermediate Voice Class (1)**

This is a continuation of MUS 101. This course may be repeated for credit. *Prerequisite: MUS 101*

### **MUS 103 Beginning Piano Class (1)**

This course offers an introductory study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

### **MUS 104 Elementary Piano Class (1)**

This course continues the study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing. *Prerequisite: MUS 103 or by audition*

### **MUS 105 Intermediate Piano Class (1)**

Students receive a functional study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing. *Prerequisite: MUS 104 or by audition*

### **MUS 106 Advanced – Intermediate Piano Class (1)**

This is a continued study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing. *Prerequisite: MUS 105 or by audition*

### **MUS 107 Advanced – Intermediate Piano Class (1)**

This is a continued study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing. *Prerequisite: MUS 106 or by audition*

### **MUS 108 Advanced Piano Class (1)**

This is a continued study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing. *Prerequisite(s): MUS 106 and MUS 107, or by audition*

### **MUS 110 Elementary Guitar Methods (1)**

This course is designed to teach the fundamentals of guitar in order to equip students to use the guitar in a classroom situation to teach music. Students must supply their own instruments.

### **MUS 111 Applied Voice (1)**

This course provides study in correct posture, breathing, and vocal technique.

### **MUS 112 Applied Voice (1)**

This is a continuation of MUS 111. *Prerequisite: MUS 111*

### **MUS 113 Applied Piano (1)**

Major and minor scales and corresponding arpeggios in four octaves at moderate tempo are studied. Exercises such as Hanon's, Bach Inventions, earlier sonatas by Viennese classicists, Chopin Preludes, and comparable works from Romantic and 20<sup>th</sup> century composers are included. Entrance is gained by audition only.

### **MUS 114 Applied Piano (1)**

This is a continuation of MUS 113. In addition to weekly private lessons, students attend a group master class each week. *Prerequisite: MUS 113*

### **MUS 115 Applied Organ (1)**

This course provides technical studies of Gleason; simple compositions of the Renaissance and Baroque periods; Bach, easier preludes and fugues; and chorales from the Orgelbuchlein. *Prerequisites: piano background of Bach, two-part inventions, and easier Mozart and Beethoven sonatas*

### **MUS 116 Applied Organ (1)**

This is a continuation of MUS 115. *Prerequisite: MUS 115*

### **MUS 118 Semi-Private Voice (1)**

This course provides vocal instruction in a small-group setting (maximum of four students per class). Emphasis is on basic vocal technique, vocal exercises, vocal health, and song literature of various styles (classical, Christian contemporary, Broadway, popular, etc.). Literature studies is chosen at the instructor's discretion, but with the students' specific needs in mind. Solo performance is required within the class setting. This class is designed primarily for the non-music major, particularly APU choral singers, but may be used by nonvocal emphasis music majors to fulfill core requirement in voice class or applied voice.

### **MUS 119 Semi-Private Voice (1)**

This is a continuation of MUS 118.

### **MUS 120 Music Fundamentals (3)**

Music symbols, rhythm, sight-singing, and notation are introduced. This refresher course may be required for prospective music majors and minors and ensemble members at the discretion of the School of Music. No music credit is given to music majors or minors who take this course. *Meets the general studies core requirement in Aesthetics and the Creative Arts.*

### **MUS 121 Music Theory I (3)**

Students study scales, modes, melody, phrase, cadence, intervals, simple two-part counterpoint, primary and secondary chords, and inversions. The course includes ear training, simple keyboard harmony, and four-part writing. Concurrent enrollment in MUS 133 Practical Musicianship I is recommended. *Meets the general studies core requirement in Aesthetics and the Creative Arts.*

### **MUS 122 Music Theory II (3)**

This is a continuation of MUS 121. Concurrent enrollment in MUS 134 Practical Musicianship II is recommended. *Prerequisite: MUS 121 or instructor's permission*

### **MUS 130 Jubilant Song Ladies' Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 131 Jubilant Song Ladies' Choir (1)**

This is a continuation of MUS 130.

### **MUS 133 Practical Musicianship I (1)**

This course focuses on sight singing and dictation of primarily diatonic music using a variety of instructional techniques, including solfege, Kodaly methods, computer-based approaches, and self-dictation.

### **MUS 134 Practical Musicianship II (1)**

This is a continuation of MUS 133. *Prerequisite: MUS 133 or instructor's permission*

### **MUS 140 University Choir (1)**

Entrance is gained by audition only. Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 141 University Choir (1)**

This is a continuation of MUS 140.

## MUSIC

### **MUS 142 Symphonic Band (1)**

As part of APU's Concert Band, students gain instrumental experience through rehearsal and public performance. *The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.*

### **MUS 143 Symphonic Band (1)**

This is a continuation of MUS 142.

### **MUS 144 Bel Canto Women's Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 145 Bel Canto Women's Choir (1)**

This is a continuation of MUS 144.

### **MUS 146 Gospel Choir (1)**

Members perform music for the historical African American sacred and contemporary repertoire, including spirituals, Gospel, church songs, community choir songs, contemporary Gospel, and original compositions and arrangements. *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

### **MUS 147 Gospel Choir (1)**

This is a continuation of MUS 146. *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

### **MUS 151 Chamber Ensemble – Strings (1)**

Formed and rehearsed under faculty guidance, the ensemble performs at various times throughout the semester. This elective course provides small-group experience for the music student. *A minimum GPA of 2.0 is required.*

### **MUS 152 Chamber Ensemble – Strings (1)**

This is a continuation of MUS 151.

### **MUS 153 Chamber Ensemble – Brass (1)**

Formed and rehearsed under faculty guidance, the ensemble performs at various times throughout the semester. This elective course provides small-group experience for the music student. *A minimum GPA of 2.0 is required.*

### **MUS 154 Chamber Ensemble – Brass (1)**

This is a continuation of MUS 153.

### **MUS 155 Chamber Ensemble – Woodwind (1)**

Formed and rehearsed under faculty guidance, the ensemble performs at various times throughout the semester. This elective course provides small-group experience for the music student. *A minimum GPA of 2.0 is required.*

### **MUS 156 Chamber Ensemble – Woodwind (1)**

This is a continuation of MUS 155.

### **MUS 157 Chamber Ensemble – Percussion (1)**

Formed and rehearsed under faculty guidance, the ensemble performs at various times throughout the semester. This elective course provides small-group experience for the music student. *A minimum GPA of 2.0 is required.*

### **MUS 158 Chamber Ensemble – Percussion (1)**

This is a continuation of MUS 157.

### **MUS 170 Oratorio Choir (1)**

This choir is composed of all music majors and minors. A public performance of major choral works is given each semester.

### **MUS 172 Recorder Lab (1)**

Music of the Renaissance and Baroque periods is performed on ancient instruments, including recorders, krumm horns, gambas, sackbuts, and natural trumpets.

### **MUS 173 Men's Chorale (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 174 Men's Chorale (1)**

This is a continuation of MUS 173.

### **MUS 180 Handbell Choir (1)**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. The ensemble is open to qualified students by audition. *A minimum GPA of 2.0 is required.*

### **MUS 181 Handbell Choir (1)**

This is a continuation of MUS 180.

### **MUS 182 Jazz and Commercial Ensemble (1)**

This is an "augmented" big band ensemble and intended to prepare performers for a wide range of performance situations, including live and recording venues. Reading and musical interpretation are stressed. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for unusual situations, concurrent enrollment in other ensembles and/or private lessons may be required. *May be repeated for credit, though only two upper-division units may count toward the commercial music concentration. A minimum GPA of 2.0 is required. Prerequisite: instructor's permission (by audition only)*

### **MUS 183 Jazz and Commercial Ensemble (1)**

This is a continuation of MUS 182.

### **MUS 187 Wind Ensemble (1)**

As part of APU's Wind Ensemble, students gain instrumental experience through rehearsal and public performance, including a yearly tour. The ensemble is open to qualified students by audition or instructor's consent. *A minimum GPA of 2.0 is required.*

### **MUS 188 Wind Ensemble (1)**

This is a continuation of MUS 187.

### **MUS 191 Jazz Improvisation Workshop (1)**

This class is normally taken by students who have completed MUS 122 Music Theory II, though the instructor may make exceptions. Small combo-based approaches to jazz improvisation, jazz chords and scales, blues, various styles, etc., are covered. Students are grouped by experience level in combos. This class is intended to prepare performers for a wide range of performance situations, including live and recording venues, particularly casuals and small session work. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for unusual situations, concurrent enrollment in other ensembles and/or private lessons may be required. *May be repeated for credit. Prerequisites: instructor's permission (by audition only) and MUS 122*

### **MUS 192 Jazz Improvisation Workshop (1)**

This is a continuation of MUS 191.

### **MUS 201 Introduction to World Music (3)**

This course is an introduction to classical, popular, and folk music traditions from around the world. Case studies are drawn from Africa, Asia, Eastern Europe, India, Indonesia, Latin America, the Middle East, and native North America. Course discussions focus on the interactions between music and belief systems, contexts, aesthetics and history, and examine the social organization of music, the components of musical repertoire, and the impact of material culture. Basic theories and methodologies of ethnomusicology are utilized. The course includes lectures, reading, extensive listening, and a group fieldwork project. Course is appropriate for majors and nonmajors. *Meets the general studies core requirement in Aesthetics and the Creative Arts.*

### **MUS 202 Singing the Faith (2)**

This course provides a broad overview of the history of Christian congregational singing and various forms, styles, and expressions included in their development. Emphasis is placed on historical practices such as early Christian worship, chant, Eastern Orthodox song, hymnody, praise and worship, and foundational elements of congregational musical practice.

## SCHOOL OF MUSIC

### **MUS 210 Performance Forum (0)**

This course allows students to participate with major performing artists in conversational dialogue, and symposiums with area professionals on topics and disciplines that students are actively involved in. In addition, the Performance Forum gives students the opportunity to gain performance experience on stage in front of the music faculty and fellow students.

### **MUS 211 Applied Voice (1)**

This course provides advanced study in correct vocal technique using various vocalise like Vaccai, Marchesi, Siefert, Concone and others.  
*Prerequisites: MUS 111 and MUS 112*

### **MUS 212 Applied Voice (1)**

This is a continuation of MUS 211. *Prerequisites: MUS 111 and MUS 112*

### **MUS 213 Applied Piano (1)**

Scales and arpeggios at rapid tempo are studied. Exercises such as Czerny's, Bach Sinfonias, intermediate sonatas by Viennese classicists, Chopin Nocturnes, and comparable works from 19<sup>th</sup> and 20<sup>th</sup> century composers are stressed. The course offers preparation for upper-division qualifying examination. In addition to weekly private lessons, students attend a group master class each week. *Prerequisite: MUS 114*

### **MUS 214 Applied Piano (1)**

This is a continuation of MUS 213. In addition to weekly private lessons, students attend a group master class each week. *Prerequisite: MUS 213*

### **MUS 215 Applied Organ (1)**

This course offers continued technical studies, Bach chorale, preludes and fugues, compositions of romantic and contemporary periods, and hymn playing for congregational singing. *Prerequisite: MUS 115, MUS 116, or equivalent*

### **MUS 216 Applied Organ (1)**

This is a continuation of MUS 215. *Prerequisite: MUS 215 or equivalent*

### **MUS 217 Practical Musicianship III (1)**

This is a continuation of MUS 134, using mixed diatonic and chromatic materials and more complex rhythms. *Prerequisite: MUS 134 or instructor's permission*

### **MUS 218 Semi-Private Voice (1)**

This is a continuation of MUS 218.

### **MUS 219 Semi-Private Voice (1)**

This is a continuation of MUS 218.

### **MUS 220 Practical Musicianship IV (1)**

This is a continuation of MUS 217, using mixed diatonic and chromatic materials and more complex rhythms. *Prerequisite: MUS 217 or instructor's permission*

### **MUS 221 Music Theory III (3)**

Renaissance and Baroque compositional techniques, modulation, chromatic harmony, classical formal structures, and exercises in analysis are studied. Concurrent enrollment in MUS 217 Practical Musicianship III is recommended. *Prerequisite: MUS 122*

### **MUS 222 Music Theory IV (3)**

Chromatic nonharmonic tones, chromatically altered chords, harmonic texture, 9<sup>th</sup>, 11<sup>th</sup>, and 13<sup>th</sup> chords, modal harmony, and exercises in analysis are studied. Concurrent enrollment in MUS 222 Practical Musicianship IV is recommended. *Prerequisite: MUS 221*

### **MUS 223 Web-Based Tools (3)**

This course gives students practical experience in using Web-based technologies for tasks related to the commercial music industry. Students learn to use Internet tools for remote collaboration, gain experience in Web-based project management, and use Web design tools for creating online portfolios. *Prerequisite: MUS 296; corequisite: MUS 495 or instructor permission*

### **MUS 224 Diction for Singers I (1)**

Students study the principles for the International Phonetic Alphabet and apply the principles for the correct pronunciation of Italian and Latin. This class cannot be repeated for credit. *Prerequisite: sophomore standing or instructor's permission*

### **MUS 225 Madrigal Singers (1)**

*Entrance is gained by audition only.* Students have the opportunity to participate in an ensemble that performs acapella chamber music from various time periods beginning with the Renaissance.

### **MUS 227 Diction for Singers II (1)**

This is a continuation of MUS 224. Students employ the International Phonetic Alphabet and apply the principles for the correct pronunciation of German, French, English, and Spanish. *Prerequisite: MUS 224*

### **MUS 230 Jubilant Song Ladies' Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 231 Jubilant Song Ladies' Choir (1)**

This is a continuation of MUS 230.

### **MUS 242 University Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 243 University Choir (1)**

This is a continuation of MUS 242.

### **MUS 244 Symphonic Band (1)**

As part of APU's Concert Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. *A minimum GPA of 2.0 is required.*

### **MUS 245 Symphonic Band (1)**

This is a continuation of MUS 244.

### **MUS 246 Bel Canto Women's Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 247 Bel Canto Women's Choir (1)**

This is a continuation of MUS 246.

### **MUS 248 Gospel Choir (1)**

This is a continuation of MUS 147. *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

### **MUS 249 Gospel Choir (1)**

This is a continuation of MUS 248. *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

### **MUS 250 Music and Civilization (3)**

This course is designed for nonmusic majors and promotes intelligent listening to music of all historical periods. Composers and their music are studied in relation to historical developments of their times. Students are also introduced to elements of music including orchestral instruments. *Meets the general studies core requirement in Aesthetics and the Creative Arts.*

### **MUS 251 Chamber Ensemble – Strings (1)**

This is a continuation of MUS 152.

### **MUS 252 Chamber Ensemble – Strings (1)**

This is a continuation of MUS 251.

### **MUS 253 Chamber Ensemble – Brass (1)**

This is a continuation of MUS 154.

### **MUS 254 Chamber Ensemble – Brass (1)**

This is a continuation of MUS 253.

### **MUS 255 Chamber Ensemble – Woodwind (1)**

This is a continuation of MUS 156.

### **MUS 256 Chamber Ensemble – Woodwind (1)**

This is a continuation of MUS 255.

### **MUS 257 Chamber Ensemble – Percussion (1)**

This is a continuation of MUS 158.

### **MUS 258 Chamber Ensemble – Percussion (1)**

This is a continuation of MUS 257.

## MUSIC

### **MUS 271 Symphony Orchestra (1)**

The Symphony Orchestra gives musicians practical ensemble experience through rehearsal and public performance. The scope of the literature used is determined by the technical proficiency of the class. The class is also open to the public by audition. *A minimum GPA of 2.0 is required. Entrance is gained by audition only. May be repeated for credit.*

### **MUS 272 Symphony Orchestra (1)**

This is a continuation of MUS 271. *Entrance is gained by audition only. May be repeated for credit.*

### **MUS 275 Men's Chorale (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 276 Men's Chorale (1)**

This is a continuation of MUS 275.

### **MUS 281 Chamber Singers (1)**

*Entrance by audition only.* Performance of a variety of choral works from all periods of music literature, from early chant through vocal jazz mediums. *A minimum GPA of 2.0 is required.*

### **MUS 282 Handbell Choir (1)**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. *A minimum GPA of 2.0 is required.*

### **MUS 283 Handbell Choir (1)**

This is a continuation of MUS 282.

### **MUS 285 Music Theater: Minor Roles and Chorus (1)**

Admission to this class is determined by the director. Students study, prepare, and publicly perform entire Broadway musicals or selected portions and receive coaching in the dramatic and musical aspects of performance.

### **MUS 289 Wind Ensemble (1)**

As part of APU's Wind Ensemble, students gain instrumental experience through rehearsal and public performance, including a yearly tour. The ensemble is open to qualified students by audition or instructor's consent. *A minimum GPA of 2.0 is required.*

### **MUS 290 Wind Ensemble (1)**

This is a continuation of MUS 289.

### **MUS 296 Introduction to Music Technology (2)**

In this course, students study analog and digital electronic sound synthesis, theory of synthesizer operation; programming new sounds; computer applications, including sequencing, patch librarians, and programming aids; Musical Instrument Digital Interface (MIDI) and its applications; drum machines; and sampling sound synthesis.

*Prerequisite: instructor's permission*

### **MUS 297 Marching Band (1)**

The Marching Band performs pregame and half-time shows at all five home football games. Additionally, the band may perform at other events representing the university such as the Azusa Golden Days Parade and high school marching band performances. The marching band offers an opportunity for music education majors to take leadership positions and have hands-on experience preparing them for future jobs as band directors. Football games occur on Saturday evenings beginning at 6 p.m. *The ensemble is open to qualified students by audition. May be repeated for credit. Required minimum GPA is a 2.0.*

### **MUS 301 Music of Africa (3)**

This is a survey of sub-Saharan traditional and contemporary music cultures of Africa. It examines the musical and extra musical forces that shape, maintain, and perpetuate Africa's musical and cultural expression. Discussion on the general characteristics, concepts, and ethnomusicological approach to the organization of musical sound and its meaning are emphasized. This class provides an overview of the musical sounds that are prevalent in each geographic region. Students develop ethnomusicological listening skills and the ability to identify aspects of the unity and diversity within the music cultures of traditional and contemporary Africa. Course is appropriate for majors and nonmajors. *Meets the general studies elective requirement.*

### **MUS 302 Soul Music (3)**

This course traces the history and development of African American popular music from the early 17<sup>th</sup> century to the 21<sup>st</sup> century with a focus on the concept of *soul* as an essential aspect of American popular culture. The central goal of this course is to provide students with a foundation of knowledge and aural analytical skill through which they can identify, understand, and appreciate the contributions of soul music to the aesthetic values of contemporary music culture — sacred (Gospel) and secular (rhythm and blues). The course strives to stimulate the imagination and creativity of the student by providing opportunities for their expression. Lectures are augmented with discussions, readings, videos, extensive listening to music samples, and a group term project. Course is appropriate for majors and nonmajors. *Meets the general studies elective requirement.*

### **MUS 303 Music of Latin America (3)**

This ethnomusicology course teaches students how to listen to, think about, identify, and write about Latin music traditions of the Caribbean and North, Central, and South America. Students interested in world missions, world geography, anthropology, global studies, sociology, history, ethnic diversity, and geopolitics may find this course useful. *Prerequisite: MUS 201*

### **MUS 304 Music of Asia (3)**

This ethnomusicology course teaches students how to listen to, think about, identify, and write about the classical, popular, and folk music traditions of Asia. Students interested in world missions, world geography, anthropology, global studies, sociology, history, ethnic diversity, and geopolitics may find this course useful. *Prerequisite: MUS 201*

### **MUS 311 Applied Voice (1)**

Students study phrasing, style, and interpretation of vocal literature from the classic through romantic periods, including the song literature of the Church. Selected arias from oratorio and opera are examined. *Prerequisite: MUS 212*

### **MUS 312 Applied Voice (1)**

This is a continuation of MUS 311. *Prerequisite: MUS 212*

### **MUS 313 Applied Piano (1)**

Students study scales in 3<sup>rds</sup>, 6<sup>ths</sup>, and 10<sup>ths</sup>, contrary motion, and the corresponding arpeggios. Exercises such as Cortot's, Bach's Well-Tempered Clavier, easier Etudes of Chopin, romantic Beethoven Sonatas, and other works of comparable difficulty are explored. The course prepares piano performance majors for their junior recitals. *Prerequisite: upper-division qualifying examination or by audition*

### **MUS 314 Applied Piano (1)**

This is a continuation of MUS 313. The course prepares piano performance majors for their junior recitals. In addition to weekly private lessons, students attend a group master class each week. *Prerequisite: upper-division qualifying examination or by audition*

### **MUS 315 Applied Organ (1)**

This course offers a study of works of all periods and preparation for the student's junior recital.

### **MUS 316 Applied Organ (1)**

This is a continuation of MUS 315.

### **MUS 318 Semi-Private Voice (1)**

This is a continuation of MUS 219.

### **MUS 319 Semi-Private Voice (1)**

This is a continuation of MUS 318.

### **MUS 320 Keyboard Improvisation (2)**

Students study the practical applications of music theory to keyboard playing, including playing from chord charts and "by ear," improvisation of solos and accompaniments, and making appropriate changes to published piano parts. Melody harmonization in various styles are examined, as well as elements of jazz, pop, and Gospel keyboard styles. Primary emphasis is placed on voicing chords idiomatically, rhythmic "feels," and melodic styles.

## SCHOOL OF MUSIC

### **MUS 321 Counterpoint (3)**

Strict counterpoint in two, three, and four parts in all species is studied; an introduction to free counterpoint is also provided. *Prerequisites:* MUS 221 and MUS 222

### **MUS 322 Score Preparation and Printing (2)**

Music copying and manuscript preparation using pen and triangle; printing parts and scores using Logic Audio and Finale. *Prerequisites:* MUS 121/122 and MUS 296

### **MUS 323 Arranging I (3)**

This course is part of the Commercial Music Concentration core. Elements of common commercial styles, acoustic versus synthesizer arranging, chart preparation (both manual and computer based), vocal arranging techniques, and arranging for rhythm section. This course is an extension of concepts from MUS 221/222 Music Theory II, including reharmonization, texture, countermelody, and voicing. Students complete many small assignments and one large arranging project, which is recorded by the Audio Recording class(es). *Prerequisites:* MUS 221/222 and MUS 296; *recommended for first-semester juniors*

### **MUS 324 Songwriting (2)**

The process of songwriting, including lyrical concept, musical style, structure, and an introduction to demo production. *Prerequisites:* MUS 121/122, MUS 296, and MUS 327

### **MUS 325 Madrigal Singers (1)**

This is a continuation of MUS 225.

### **MUS 327 Audio Recording I (2)**

This course is part of the commercial music emphasis core. Basic acoustics review, mixers, microphones, analog and digital tape recorders, monitoring systems, studio acoustics, mixing concepts, outboard effects, and acoustic and synth recording basics are covered. Students complete a project in multitrack recording. *Prerequisites:* MUS 121/122 and MUS 296; *recommended for second-semester juniors*

### **MUS 328 Audio Recording II (2)**

This course covers computer-based digital audio systems, recording, mixing and editing; designing and troubleshooting synchronization systems between MIDI, digital multitrack, video and film; automated mixing; and CD preparation, Red Book, etc. Students complete a multitrack recording using a digital audio multitrack tape recorder synchronized with a hybrid MIDI/digital audio system, and prepare a CD of the project. *Optional: recording the project synched to video and mixing to video tape; prerequisites:* MUS 322 and MUS 396

### **MUS 329 Keyboard Improvisation (2)**

The practical applications of music theory to keyboard playing, including playing from chord charts and "by ear," improvisation of solos and accompaniments, and making appropriate changes to published piano parts, are covered in detail. Melodic harmonization in various styles; elements of jazz, pop, and gospel keyboard; voicing chords idiomatically; and rhythmic "feels" are explored.

### **MUS 331 String Instrument Techniques (1)**

The curriculum offers elementary instruction in the stringed instruments. Careful consideration is given to tone production, bowing, technique, study materials, care of instruments, and teaching procedures. *Open to junior and senior music education majors only.*

### **MUS 332 Woodwind Instrument Techniques (1)**

This course provides elementary instruction in the woodwind instruments. Careful consideration is given to tone production, technique, care of instruments, study materials, and teaching procedures. *Open to junior and senior music education majors only.*

### **MUS 333 Brass Instrument Techniques (1)**

Students receive elementary instruction in the brass instruments. Careful consideration is given to tone production, technique, care of instruments, study materials, and teaching procedures. *Open to junior and senior music education majors only.*

### **MUS 334 Percussion Instrument Techniques (1)**

This course provides elementary instruction in the percussion instruments. Careful consideration is given to technique, care of instruments, study materials, and teaching procedures. *Open to junior and senior music education majors only.*

### **MUS 335 Jubilant Song Ladies' Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 336 Jubilant Song Ladies' Choir (1)**

This is a continuation of MUS 335.

### **MUS 337 Music Business I (2)**

This course is part of the Commercial Music emphasis core. Students study careers in commercial music, journals of the business, and networking and career development; and receive an overview of the production process for music and post production, and introduction to: A&R, touring, contracting, copyright law, licenses, royalties, mechanicals, publishing and distribution, performing rights organizations, contracts, legal issues, etc. *Recommended for first-semester sophomores.*

### **MUS 338 Music Business II (2)**

Selected advanced topics in the music business, including copyright law, licenses, royalties, mechanicals, publishing and distribution, performing rights organizations, contracts, legal issues, etc., are covered. *Prerequisite:* MUS 337

### **MUS 339 Hymnology (2)**

The great Christian hymns and hymn tunes are studied in their historical settings. Analysis and interpretation of hymns are offered. Standard hymnals are evaluated.

### **MUS 340 University Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 341 University Choir (1)**

This is a continuation of MUS 340.

### **MUS 342 Symphonic Band (1)**

As part of APU's Concert Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. *A minimum GPA of 2.0 is required.*

### **MUS 343 Symphonic Band (1)**

This is a continuation of MUS 342.

### **MUS 344 Bel Canto Women's Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 345 Bel Canto Women's Choir (1)**

This is a continuation of MUS 344.

### **MUS 346 Gospel Choir (1)**

This is a continuation of MUS 248. *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

### **MUS 347 Gospel Choir (1)**

This is a continuation of MUS 346. *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

### **MUS 348 Song Literature Survey (2)**

This course surveys solo vocal music from the German, French, Italian, Russian, British, American, Spanish and South American art song repertoire, spanning from the Renaissance through the 21<sup>st</sup> century (not including opera arias). Class sessions consist of listening and discussing appropriate repertoire, student presentations and performances. Emphasis is placed on both musical and poetic interpretation. Each student performs a minimum of four times during the semester from this literature.

### **MUS 349 Intermediate Logic Pro (3)**

This course features instruction in plug-in synthesizers, custom instrument creation, keyswitching methods, looping techniques, basic automated mixing, audio editing techniques, audio plug-ins, environment window and real-time MIDI processing. *Prerequisite:* MUS 296

## MUSIC

### **MUS 350 History and Literature of Commercial Music (3)**

This course provides a study of commercial music since 1900, with particular emphasis on music in recording for conventional distribution, music for broadcast, music for film, TV and video, etc. Jazz, rock, country-western, hip hop, film music, Christian, and gospel music receive particular attention. Important songwriters, performers, and producers are studied, along with the impact of technology and mass distribution on musical style and the public taste. Students are exposed to the broad array of contemporary musical styles that are "commercial." *Meets the general studies elective requirement. Prerequisites: MUS 327 (with B or better) and MUS 337 (with B or better)*

### **MUS 351 Ancient, Renaissance, and World Music Literature (3)**

This course provides a historical and stylistic study of the repertoire of serious Western music from ancient Greece through the Renaissance, plus other music of people and cultures from around the world. The course includes lectures, reading, listening, reports, and analysis. *Meets the general studies elective requirement.*

### **MUS 352 Baroque, Classical, and Early Romantic Music Literature (3)**

Course content provides a continuation of MUS 351 with emphasis upon the baroque, classical, and early romantic periods. *Meets the general studies elective requirement and upper-division writing intensive course requirement.*

### **MUS 353 Concert Music (1)**

Students are guided through listening by attending concerts.

### **MUS 355 Chamber Ensemble – Strings (1)**

This is a continuation of MUS 252.

### **MUS 356 Chamber Ensemble – Strings (1)**

This is a continuation of MUS 355.

### **MUS 357 Chamber Ensemble – Brass (1)**

This is a continuation of MUS 254.

### **MUS 358 Chamber Ensemble – Brass (1)**

This is a continuation of MUS 357.

### **MUS 359 Chamber Ensemble – Woodwind (1)**

This is a continuation of MUS 256.

### **MUS 360 Chamber Ensemble – Woodwind (1)**

This is a continuation of MUS 359.

### **MUS 361 Introduction to Conducting (2)**

Students receive instruction and drills in basic conducting skills, principles of interpretation, and rehearsal techniques for both choral and instrumental music. *Prerequisites: MUS 221 and MUS 222*

### **MUS 362 Choral Conducting (2)**

Students receive instruction in principles and techniques of conducting choral groups. Attention is given to interpretation, literature, and rehearsal skills. This is a practical course designed to give each student continuing training and experience in choral conducting. *Prerequisite: MUS 361*

### **MUS 363 Instrumental Conducting (2)**

The principles, techniques, and methods of conducting orchestral and band groups, using standard instrumental literature, are covered. *Prerequisite: MUS 361*

### **MUS 365 Chamber Ensemble – Percussion (1)**

This is a continuation of MUS 258.

### **MUS 366 Chamber Ensemble – Percussion (1)**

This is a continuation of MUS 365.

### **MUS 371 Symphony Orchestra (1)**

The Symphony Orchestra gives musicians practical ensemble experience through rehearsal and public performance. The scope of the literature used is determined by the technical proficiency of the class. The class is open to the public by audition. *A minimum GPA of 2.0 is required. Entrance is gained by audition only. May be repeated for credit.*

### **MUS 372 Symphony Orchestra (1)**

This is a continuation of MUS 371. *Entrance is gained by audition only. May be repeated for credit.*

### **MUS 373 Men's Chorale (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 374 Men's Chorale (1)**

This is a continuation of MUS 373.

### **MUS 379 Guitar Fingerboard Harmony (2)**

This is a course in direct application of the principles of diatonic and chromatic harmony as they are relevant to the guitar fingerboard. Students must have a thorough knowledge of reading music and a basic understanding of fundamentals of harmony and how chords are constructed. *Prerequisites: Guitar (BM) majors, MUS 121, MUS 122, or instructor's permission*

### **MUS 380 Chamber Singers (1)**

*Entrance by audition only.* Performance of a variety of choral works from all periods of music literature, from early chant through vocal jazz mediums. *A minimum GPA of 2.0 is required.*

### **MUS 381 Handbell Choir (1)**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. *A minimum GPA of 2.0 is required.*

### **MUS 382 Jazz and Commercial Ensemble (1)**

This is an "augmented" big band ensemble and intended to prepare performers for a wide range of performance situations, including live and recording venues. Reading and musical interpretation are stressed. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for unusual situations, concurrent enrollment in other ensembles, and/or private lessons may be required. *May be repeated for credit, though only two upper-division units may count toward the Commercial Music emphasis. A minimum GPA of 2.0 is required. Prerequisite: instructor's permission (by audition only)*

### **MUS 383 Jazz and Commercial Ensemble (1)**

This is a continuation of MUS 382.

### **MUS 384 Handbell Choir (1)**

This is a continuation of MUS 381.

### **MUS 387 Wind Ensemble (1)**

As part of APU's Wind Ensemble, students gain instrumental experience through rehearsal and public performance, including a yearly tour. The ensemble is open to qualified students by audition or instructor's consent. *A minimum GPA of 2.0 is required.*

### **MUS 388 Wind Ensemble (1)**

This is a continuation of MUS 387.

### **MUS 389 Commercial Styles I (1)**

This class is an in-depth study of jazz vocal styles which prepares performers for a wide range of jazz performance situations including live and recording venues. Jazz style and interpretation are stressed and performance opportunities are given throughout the semester. *Prerequisites: acceptance into the Commercial Music Program and the successful completion (with a B or better) of MUS 121, 122, 133, 134*

### **MUS 391 Jazz Improvisation Workshop (1)**

This class is normally taken by students who have completed MUS 122 Music Theory II, though the instructor may make exceptions. Small combo-based approaches to jazz improvisation, jazz chords and scales, blues, various styles, etc., are covered. Students are grouped by experience level in combos. This class is intended to prepare performers for a wide range of performance situations, including live and recording venues, particularly casuals and small session work. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for unusual situations, concurrent enrollment in other ensembles and/or private lessons may be required. *May be repeated for credit, though only two upper-division units may count toward the commercial music concentration. Prerequisites: instructor's permission (by audition only) and MUS 122*

## SCHOOL OF MUSIC

### **MUS 392 Jazz Improvisation Workshop (1)**

This is a continuation of MUS 391.

### **MUS 393 Junior Recital (0)**

This course is scheduled to be offered in/after 2008-09.

### **MUS 396 Advanced Music Technology (2)**

Advanced sequencing techniques, orchestral simulation, advanced editing and automated mixing, synthesizer program editing, system exclusive and program editor/librarian software are covered. The course provides an introduction to MIDI/digital audio hybrid systems and synchronization using LTC, VITC, MIDI clock, and MIDI Timecode. Students complete a large project using these techniques. *Prerequisites: MUS 296 and MUS 327*

### **MUS 397 Instrumental Collaboration for Pianists (2)**

Students learn to collaborate with instrumentalists in a master class setting. Each major historical period is surveyed, and pianists work with instrumentalists from every family of instruments. Most of the repertoire is sonatas written by prominent composers. Students perform six times during the semester.

### **MUS 398 Vocal Collaboration for Pianists (2)**

Students learn to collaborate with vocalists in a master class setting. Pianists perform Italian, French, German, and American art songs and arias. Emphasis is placed on both musical and poetic interpretation. Students perform six times during the semester.

### **MUS 399 Keyboard Ensemble (2)**

This course offers guided experience in performance of keyboard literature for more than one performer. The class is open to students majoring in piano performance, organ performance, and to other qualified students upon audition and with permission of the instructor. Each student performs six times during the semester.

### **MUS 409 Jubilant Song Ladies' Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 410 Jubilant Song Ladies' Choir (1)**

This is a continuation of MUS 409.

### **MUS 411 Applied Voice (1)**

This course offers continued studies in phrasing and interpretation. Emphasis is placed on repertoire, both sacred and secular, and platform presentation. *Prerequisites: MUS 311 and MUS 312*

### **MUS 412 Applied Voice (1)**

This course offers continued studies in phrasing and interpretation. Emphasis is placed on repertoire, both sacred and secular, and platform presentation. **Note:** Appearances in recitals comprising literature from the above mentioned may be required at the discretion of the instructor. This may be in addition to the senior recital for the voice major. *Prerequisite: MUS 411*

### **MUS 413 Applied Piano (1)**

Virtuoso studies such as Chopin's or Liszt's are examined, and advanced compositions by Bach, Beethoven, Romantic, and 20<sup>th</sup> century composers are explored. A study of selected concerti is offered. This course prepares piano performance majors for their senior recitals. *Prerequisite: MUS 314*

### **MUS 414 Applied Piano (1)**

This is a continuation of MUS 413. The course prepares piano performance majors for their senior recitals. In addition to weekly private lessons, students attend a group master class each week. *Prerequisite: upper-division qualifying examination or by audition*

### **MUS 415 Applied Organ (1)**

This course offers advanced study of major works of all periods and intense preparation for the student's senior recital.

### **MUS 416 Applied Organ (1)**

This is a continuation of MUS 415.

### **MUS 417 Organ Literature (2)**

This course is a survey of the historical development of the literature for the organ from the middle ages to the present day which will include discussions of the major organ builders over the centuries.

### **MUS 418 Semi-Private Voice (1)**

This is a continuation of MUS 319.

### **MUS 419 Semi-Private Voice (1)**

This is a continuation of MUS 418.

### **MUS 420 Organ Literature II (2)**

This course is scheduled to be offered in/after 2008-09.

### **MUS 421 Interpretive Arranging (2)**

Students learn the technique of arranging and adapting song materials for vocal and instrumental ensembles of various sizes and composition. *Prerequisite: MUS 222*

### **MUS 422 20<sup>th</sup> Century Compositional Techniques (2)**

The stylistic techniques of major composers are reviewed. A major thrust of the class is the presentation of students' compositions. *Prerequisite: MUS 222*

### **MUS 423 Orchestration I (3)**

This course provides an introduction to orchestral and symphonic wind ensemble instruments. Scoring exercises for full ensembles and smaller combinations are emphasized.

### **MUS 424 Projects in Music Theory (2)**

Personalized arranging, composition, and analytical projects are assigned according to the interest and capabilities of the student. *Prerequisites: MUS 221, MUS 222, and instructor's permission*

### **MUS 425 Collegium (1)**

The course emphasizes rehearsal and performance of chamber music, especially pre-19<sup>th</sup> century music. The course is open to students with instructor's permission only.

### **MUS 426 Collegium (1)**

This is a continuation of MUS 425.

### **MUS 427 Form and Analysis (2)**

The forms of music from the 18<sup>th</sup> century to the present are covered. An analysis of both large and small forms is included. *Prerequisite: MUS 222*

### **MUS 428 Arranging II (2)**

Arranging for larger ensembles, more musical styles, arranging for live ensembles versus arranging for recording, advanced harmonic techniques, textures and melodic procedures is covered. Students complete several small assignments in various styles, and one large project which is recorded by the Audio Recording class(es) or the Production Techniques class. *Prerequisites: MUS 323 and MUS 423; recommended: MUS 321 and MUS 322*

### **MUS 429 Piano Literature I (2)**

This course surveys the broad scope of piano literature from the invention of the piano to the early Romantic period. Class sessions consist of listening and discussing appropriate repertoire and sight-reading of various pieces of the literature. Students are required to read the primary literature (or excerpts) as well as to listen, sight-read, analyze and recognize, and prepare additional topics from books of secondary literature.

### **MUS 430 Piano Literature II (2)**

This course surveys the broad scope of piano literature from the early Romantic period to the present day. Class sessions consist of listening and discussing appropriate repertoire and sight-reading of various pieces of the literature. *Prerequisite: MUS 429*

### **MUS 431 Introduction to Music Education (2)**

Designed for the prospective public school music specialist, the course consists of a study of the objectives, scope, and content of the public school's entire music program. Specific attention is given to music development through choral and instrumental ensembles and specialized music classes for K-12.

## MUSIC

### **MUS 432 Music in the Elementary Schools (3)**

Designed for the prospective elementary school teacher, the course consists of the objectives, scope, and content of the elementary school music program as described in the Visual and Performing Arts Framework for California Public School. Active participation in the skills of music and movement are required in order to understand the components and concepts in these performing arts. The course includes supervised practice teaching and opportunities for observation of teaching professionals.

### **MUS 433 Music Methods for the Elementary and Secondary Schools (3)**

Offers a sequential presentation of methods and materials available for the prospective music teacher of the spectrum of K-12. Widely accepted approaches and philosophies are discussed, including Dalcrose, Kodaly, Orff-Schuwerk, Yamaha, and Susuki. Students engage in guided observation and practice teaching.

### **MUS 434 Piano Pedagogy (2)**

Students study various piano teaching methods and materials. The course includes supervised practice teaching and opportunities for observation of the professor. *Prerequisite: MUS 313 or instructor's consent*

### **MUS 435 University Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 436 University Choir (1)**

This is a continuation of MUS 435.

### **MUS 437 Bel Canto Women's Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 438 Bel Canto Women's Choir (1)**

This is a continuation of MUS 437.

### **MUS 440 Instrumental Pedagogy (2)**

Students study the methods and materials used in teaching brass, woodwind, string, or percussion instruments. The area of emphasis is determined by the student's specialization.

### **MUS 441 Music in Worship (3)**

Students survey the history and practice of the use of music in worship services. Emphasis is given to the development of both liturgical and nonliturgical forms of worship. Students are involved in learning effective worship planning as they study the role of the minister, director of music, and organist.

### **MUS 442 Church Music Administration (2)**

Students explore the process of developing the music program of the local church and the relationship of the minister of music to the congregation, music committee, and pastor. A graded choir program, equipment, and general organization are examined.

### **MUS 443 Vocal Pedagogy (2)**

This course covers the study of teaching methods and practices in voice, detailed study of the vocal instrument, and sessions working one-on-one with a beginning voice student.

### **MUS 444 Seminar in Church Music (2)**

This course is a research seminar dealing with contemporary problems in church music. An in-depth investigation of specific church music programs and supervised student assignments involving leadership in the music program of local churches is offered.

### **MUS 445 Service Playing (2)**

This course shows the church musician how to handle the keyboard instruments in various church situations, including weddings, funerals, communions, and aspects of traditional services.

### **MUS 446 Issues in Church Music (2)**

This course provides an analysis of current issues in church music and acquaints students with contemporary worship practices. The curriculum aids students in the evaluation of today's issues from an historical perspective.

### **MUS 447 Church Music Internship (2)**

Students who desire experience in a church music program should take this practicum. Under close faculty supervision, students are assigned specific leadership responsibilities in local churches' music programs. *Prerequisites: any two of the following: MUS 442, MUS 444, and/or MUS 446*

### **MUS 449 Symphonic Band (1)**

As part of APU's Symphonic Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. *A minimum GPA of 2.0 is required.*

### **MUS 450 Symphonic Band (1)**

This is a continuation of MUS 449.

### **MUS 452 Instrumental Music Literature (2)**

This course offers a survey of string, woodwind, brass, guitar, or percussion literature considered from its historical, formal, stylistic, and aesthetic aspects. It also includes study of the history and development of the instruments. The course content varies according to the applied performance area of the student. *Prerequisite: performance major or consent of instructor*

### **MUS 453 American Music (3)**

Students study the development of American music from early psalmody to contemporary expressions. Music on the frontier, in urban culture, American education, and the Church is explored. A survey of the music of prominent American composers from William Billings to John Cage is included. *The course is open to nonmusic majors with the instructor's consent.*

### **MUS 455 Late Romantic and 20<sup>th</sup> Century Music Literature (3)**

Course content provides a continuation of MUS 352 with emphasis upon the Late Romantic and 20<sup>th</sup> century periods. American music and implications of recent developments, including computer and experimental music, are also included. *Meets the general studies elective requirement.*

### **MUS 456 Choral Literature (2)**

Students survey choral compositions from the Renaissance to the present. The course emphasizes the representative works from each of the major historical periods.

### **MUS 457 Chamber Ensemble – Strings (1)**

This is a continuation of MUS 356.

### **MUS 458 Chamber Ensemble – Strings (1)**

This is a continuation of MUS 457.

### **MUS 459 Chamber Ensemble – Brass (1)**

This is a continuation of MUS 358.

### **MUS 460 Chamber Ensemble – Brass (1)**

This is a continuation of MUS 459.

### **MUS 462 Seminar in Conducting (2)**

Students study special problems in conducting, conduct choral and instrumental ensembles, observe rehearsals and performances under a master conductor, and research the historical aspects of conducting. *Prerequisites: MUS 361 and MUS 362*

### **MUS 464 Chamber Ensemble – Woodwind (1)**

This is a continuation of MUS 360.

### **MUS 465 Chamber Ensemble – Woodwind (1)**

This is a continuation of MUS 464.

### **MUS 466 Audio and Acoustics (3)**

This survey course is geared toward students who seek acquaintance with basic concepts of acoustical conditions, electronics, sound systems, and recording techniques.

### **MUS 469 Chamber Ensemble – Percussion (1)**

This is a continuation of MUS 366.

### **MUS 470 Chamber Ensemble – Percussion (1)**

This is a continuation of MUS 469.



## SCHOOL OF MUSIC

### **MUS 471 Intermediate Pro Tools (3)**

This course explores methods for automation, audio editing, basic effects plugins, cue mix, synchronization, recording, and monitoring. *Prerequisite: MUS 328*

### **MUS 475 Men's Chorale (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

### **MUS 476 Men's Chorale (1)**

This is a continuation of MUS 475.

### **MUS 478 Gospel Choir (1)**

This is a continuation of MUS 346. *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

### **MUS 479 Gospel Choir (1)**

This is a continuation of MUS 478. *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

### **MUS 481 Orchestration II (3)**

This course offers advanced study in orchestration, stressing the full orchestra and wind ensemble and includes scoring and demo creation using Logic Pro. *Prerequisites: MUS 423 and MUS 349*

### **MUS 483 Handbell Choir (1)**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. *A minimum GPA of 2.0 is required.*

### **MUS 484 Preparing the Total Performer (1)**

This class provides students with the principles necessary to achieve complete freedom to communicate before audiences. This is accomplished through class participation, performance, and group interaction. Students study essential principles and learn to master the skills necessary to present themselves in any situation. The course includes study of: the release of body tension through the Alexander technique, the affect of body movement on an audience, and methods to overcoming fear and anxiety. Students learn to communicate the subtext of a piece/presentation through expressive use of the voice, body, and instrument. A student enrolling in this class should have some skill and experience in the performing or dramatic arts.

### **MUS 486 Opera Workshop: Lead Roles and Minor Roles (1)**

Admission to this class is determined by the director. Students study, prepare, and perform entire operas or selected portions and receive coaching in the dramatic and musical aspects of performance.

### **MUS 487 Handbell Choir (1)**

This is a continuation of MUS 483.

### **MUS 489 Wind Ensemble (1)**

As part of APU's Wind Ensemble, students gain instrumental experience through rehearsal and public performance, including a yearly tour. The ensemble is open to qualified students by audition or instructor's consent. *A minimum GPA of 2.0 is required.*

### **MUS 490 Wind Ensemble (1)**

This is a continuation of MUS 489.

### **MUS 491 Senior Recital (2)**

This course includes preparation for and presentation of the senior recital (approximately 60 minutes of music) as a requirement of the Bachelor of Music in Performance. This course must be taken during the semester in which the senior recital is presented. Topics include program preparation and research, stage presence, recital protocol, advanced performance preparation, working with a collaborative accompanist (when appropriate). This course is taught by the student's applied instructor. *Prerequisite: Performance majors who have completed 14 units of major applied areas; instructor's permission*

### **MUS 494 Commercial Music Internship (2)**

This course offers monitored and evaluated professional work experience for the commercial music major. Under regular and periodic faculty supervision, students are placed in a music business environment related to their area of career interest. Placement is limited to situations available from or approved by supervising instructor. *Prerequisites: MUS 337, plus any one of the following: MUS 338, BUSI 110, MUS 328, or MUS 428; and instructor's permission (Note: Credit for prior experience is not available to fulfill the requirements of this course.)*

### **MUS 495 Production Techniques (2)**

The intent of this class is to work in production teams to produce a musical recording project. Each team includes students oriented towards arranging, engineering, music business, and performance. They take on a large project, divide the production tasks, and learn to work as a production team. Topics include session and arrangement planning, budgeting, contracting, preproduction techniques, recording of acoustic and electronic instruments, work process and synchronization, final mix, and mastering. Students are given a budget and use realistic figures for studio time, musicians, tape costs, etc. This is meant to be a shared project, with each student contributing particular skills and orientation to the final product, which can be used as a demonstration of the student's abilities and capacity for working in a production team. As a final step, each student evaluates others on the same production team. *Prerequisites: MUS 327 and MUS 428; or MUS 323 and MUS 328; or 10 units applied study and 1 unit each Jazz Ensemble and Improvisation; or BUSI 110 and MUS 338*

### **MUS 496 Senior Seminar: Ethics in Music (3)**

This senior seminar serves musicians planning to work in the private and/or public sectors, including future full-time church musicians, school music educators, private teachers, performers, and freelance musicians. The course focuses on the integration of Christian faith, ethical issues and professional concerns that confront musicians in the work environment. Meets the general studies senior seminar requirement. *Prerequisites: senior standing; completion of the majority of the units required for God's Word and the Christian Response; completion of the majority of coursework in the major; and upper-division writing intensive course*

### **MUS 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

### **MUS 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

### **MUS 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of creative output or research, synthesis, analysis, and communication. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing. The thesis or project may result in formal thesis, published article, electronic media, or annotated recital. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing*

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

# School of Nursing



<b>Nursing</b>	<b>202</b>
<b>Accelerated RN to BSN Degree Completion Program</b>	<b>207</b>

# School of Nursing

## Administration

Dean: Aja Tulleners Lesh, PhD, RN, NP

Associate Dean of Academic Affairs and Associate Professor:  
Renee Pozza, PhD, CNS, FNP, RN

Chair, Second Degree Program and Associate Professor:  
Anita Bralock, PhD, CNM, RN

Interim Chair, PhD Program and Associate Professor:  
Cheryl Westlake Canary, PhD, APRN-BC, PN, RN

Interim Chair, Graduate Program and Professor:  
Major L. King, PhD, RN, CNS

Chair, Undergraduate Program and Assistant Professor:  
Grace Moorefield, MSN, APRN-BC, RN

Director, Undergraduate Admissions/Scholarship/Retention  
and Instructor: Viann Duncan, MSN, APRN-BC, RN

Director, Recruitment and Professor Emeritus: Phyllis Esslinger, MS, RN

Director of Academic Support and Associate Professor:  
Anna Hefner, MSN, MAEd., CPNP, RN

Director, Continuing Education and Instructor:  
Marilyn Klakovich, DNSc, CNAA, RN

Director of RN-BSN CAPS and Assistant Professor:  
Cathy McPhee MSN, FNP-C, RN

Director, Azusa Neighborhood Wellness Center and Instructor:  
Julie Pusztai, MN, RNC

## Faculty

Professors: Vicky Bowden, DNSc, RN; Connie Brehm, PhD, FNP, RN;  
Elaine Goehner, PhD, RNC, CHQP

Associate Professors: Karla Richmond, PhD, CNS, RN

Assistant Professors: Jan Bazner-Chandler, MSN, CNS, CPNP, RN;  
Pam Cone, PhD, CNS, RN; Shirley Farr, MSN, CNS, RNC;  
Patricia Hanes, PhD, MAEd, RN; Catherine Heinlein, EdD, RD, CDE;  
Katie Hill, MSN, CCRN, CNS, ANP, RN; Young Kim, PhD, CANP, RN;  
Victoria Kirkland, PhD, RN

Instructors: James Adams, MSN, APRN-BC, RN;  
Melinda Dicken, MSN, RN; Sarah Obermeyer, MSN, CNM, WHNP, RN;  
Patricia Perry, MSN, CNS-BC, OCN-BC, RN

Faculty Emeritus: Barbara Artinian, PhD, RN; Susan Smith, MN, RNC;  
Shila Wiebe, MSN, RN

### Adjunct Lecturers and Clinical Instructors:

Michelle Becker, BSN, CHPN, RN; Susan Beyersdorf, MSN, RN;  
Cheryl Boyd, MSN, RN; Cheryl Deters, MSN, PNP, RN;  
Kathryn Dillon, MSN, RN; Janet Flynn, MSN, CNS, FNP-C, RN;  
Karen French, BSN, RN; Maureen Friesen MSN, RN;  
Jeri Geleris, MSN, RN; Catherine Goodhue, PNP, MN, RN;  
Jeanine Goff, MSN, FNP, RN; Virginia Hart-Kepler, MSN, FNP-C, RN;  
Lanya Hines, MSN, RN; Valerie Hunt, MSN, RN;  
Elizabeth Jimenez, MSN, PHN, RN; Cindy Kayser, MSN, RN;  
Judith Kerns, MSN, RN; Patricia Lachelt, MA, PNP, RN;  
Bettye Mason, MSN, RN; June Melford, MSN, RN, CNS;  
Ruth Mielke, MS, CNM, RN; Sherry Nolan, MSN, RN;  
Deanna Olsen, BSN, RN; Ruth Paul, MSN, RN;  
Julie Roberts, BSN, RN; Lorraine Ronga, MSN, CNS, CCRN, NP-C, RN;  
Lori Silao, MN, RNC, NNP; Maureen Stevens, MSN, RN;  
Debbie Tracy, MSN, FNP, CNS, RN; Lisa Trafecanty, MSN, RN;  
Ruth Trudgeon, MSN, RN; Gail Wallace, PhD, RN;  
Lynn Wetherwax, MSN, RN; Jennifer Woodruff, MSN, PNP, RN

## School of Nursing Mission Statement

Consistent with the mission and purpose of the university, the School of Nursing is a Christian community of discipleship, scholarship, and practice. Its purpose is to advance the work of God in the world through nursing education, collaborative projects, Church and community service that encourages those affiliated with the School of Nursing (whether faculty, staff, student, graduate, or colleague) to grow in faith and in the exercise of their gifts for service to God and humanity.

## Baccalaureate Program Mission Statement

The School of Nursing offers a four-year baccalaureate program, accredited by the Commission on Collegiate Nursing Education and the California State Board of Registered Nursing. The program enables the student to take the California Board of Registered Nursing examination for RN licensure. The graduate is eligible to apply for a California State Public Health Certificate. The program also offers options for registered nurses and licensed vocational nurses leading to a Bachelor of Science in Nursing.

## Program Competencies

The graduate of Azusa Pacific University's baccalaureate nursing program integrates faith and ethics as a skilled and knowledgeable practitioner, accountable professional, health care educator and advocate and coordinator of care.

- Utilizes a Christian worldview to integrate beliefs, values, ethics, and service in personal and professional life
- Provides nursing care utilizing professional knowledge and core competencies (critical thinking, communication, assessment and technical skills) derived from a foundation of nursing science, general education, and religious studies
- Demonstrates initiative for continual personal and professional growth and development
- Acts as a patient educator and advocate to promote optimal health and well-being
- Functions independently and collaboratively, both as a leader and/or a member of the health care team, to manage and coordinate care

## Program includes:

1. Bachelor of Science in Nursing (BSN) (Generic and Summer Start)
2. Licensed Vocational Nurse to Registered Nurse (LVN to RN, 30-unit option)
3. Licensed Vocational Nurse to Bachelor of Science in Nursing (LVN to BSN)
4. Registered Nurse to Bachelor of Science in Nursing (RN to BSN)
5. Accelerated Registered Nurse to Bachelor of Science in Nursing Degree Completion Program in the Center for Adult and Professional Studies (RN to BSN-CAPS)

### Admission to the BSN Nursing Programs

Admission to the university does not guarantee admission into the School of Nursing. Students may declare their desire to be admitted into a BSN Program when applying to the university on their application. Once accepted to the university, these students will be recognized as “pre-nursing” majors and are eligible to apply to the School of Nursing for admission into a BSN Program.

#### Generic Program

Applicants must meet the following admission requirements:

1. Submit a university application to the Office of Undergraduate Admissions. Indicate on the application that the student wishes to be a nursing major. Include in the application the following additional documents:
  - a. Copies of all high school and college transcripts
  - b. Letters of recommendation as required by the university and the School of Nursing
  - c. A one-page statement of professional goals in nursing and a list of work experience within the past two years
2. Prior to beginning the first clinical course in nursing, students must submit a report of a physical examination including two-step TB test, Hepatitis B, MMR, Varicella, and DTAP immunizations. Physical exam forms are provided by the School of Nursing.
3. Complete all applicable prerequisite courses with a grade of C or better including the following:
  - a. One year of high school chemistry (or CHEM 101 Introduction to Chemistry)
  - b. One year of high school biology (or BIOL 101 Fundamentals of Biology)
  - c. Two years of high school math (algebra or geometry). A math placement test is required unless it is waived by an SAT 1 math score of 540+ or ACT math score of 23+. The College Algebra course requirement is waived by a SAT 1 math score of 600+ or an ACT math score of 26+, but does not grant credit for the course.
  - d. Students with a verbal SAT 1 score below 580 must take a writing placement test in English during registration. SAT 1 verbal score does not waive the Freshman Writing Seminar requirement. An AP English score of 3 or better waives the Freshman Writing Seminar course.
4. Achieve a minimum cumulative high school, college, or university grade-point average of 3.00.
5. Students are not eligible for admission to the School of Nursing until they have successfully completed anatomy with lab (four units) and organic chemistry with lab (three units). Upon current APU enrollment and completion of the above prerequisite courses, students must apply to the School of Nursing by submitting a School of Nursing Intent to Apply form available in the School of Nursing office. **Deadlines to apply are September 30 for spring admission and January 31 for fall admission.**
6. Students will not be accepted into the School of Nursing if they have lower than a C- grade in anatomy, organic chemistry, or physiology. In these situations, the student is allowed only one opportunity to repeat the class to try to raise his/her grade.
7. Prior to beginning the first clinical course in nursing, students must submit proof of current CPR with AED certification in Basic Cardiac Life Support (BCLS for Health Care Providers) for adults and children from the American Heart Association or the American Red Cross.
8. Prior to beginning the program, if a student is accepted by APU and meets prerequisites for admission to the School of Nursing, but is not accepted into the nursing program, he/she

must reapply to the School of Nursing by submitting a School of Nursing Intent to Reapply form. **Deadlines to re-apply are September 30 for possible spring admission and January 31 for possible fall admission.**

9. Transfer students with nursing credit must meet the requirements for applicants above, plus:
  - a. Submit a letter of recommendation/academic standing from the dean/director of the previous school of nursing.
  - b. Submit course syllabi and catalog descriptions for all courses for which nursing transfer credit is requested.
10. Transfer applicants who have completed college nursing courses in nationally accredited nursing or other health care programs are evaluated individually and given credit for courses that meet the requirements. Up to 70 units of community college credit, and additional units from a university (per registrar’s approval) may be transferred. When sufficient documentation is not available, some nursing courses may be challenged by the applicant. Students with transferable nursing courses must take UNRS 270 Theories and Concepts in Professional Nursing prior to any other nursing course at APU except UNRS 220 Health Assessment, which may be taken concurrently.

**Transfer applicants** must meet the following admission requirements:

1. Submit an application to the Office of Undergraduate Admissions with copies of all high school and college transcripts.
2. Submit letters of recommendation as required by the university and School of Nursing.
3. Submit to the Office of Undergraduate Admissions a one-page statement of professional goals in nursing and a list of work experience within the past two years.
4. Submit a report of a physical examination including TB test, Hepatitis B, MMR, Varicella, and DT immunizations prior to enrollment in clinical nursing courses. (Physical exam forms are provided by the School of Nursing.)
5. Meet all applicable prerequisite courses with a grade of C or better including the following:
  - a. One year of high school chemistry (or CHEM 101 Introduction to Chemistry)
  - b. One year of high school biology (or BIOL 101 Fundamentals of Biology)
  - c. Two years of high school math (algebra or geometry). A math placement test is required unless it is waived by an SAT 1 math score of 540+ or ACT math score of 23+. The College Algebra course requirement is waived by a SAT 1 math score of 600+ or an ACT math score of 26+, but does not grant credit for the course.
  - d. Students with a verbal SAT 1 score below 580 must take a writing placement test in English during registration. SAT 1 verbal score does not waive Freshman Writing Seminar requirement. An AP English score of 3 or better waives the Freshman Writing Seminar course.
6. Achieve a minimum cumulative college or university grade-point average of 3.00.
7. Submit proof of current CPR with AED certification in Basic Cardiac Life Support (BCLS for Health Care Providers) for adults and children.
8. If a student is accepted to APU but not accepted into a nursing program including UNRS 105 or UNRS 270, he/she must reapply to the School of Nursing by submitting a School of Nursing Intent to Reapply form. **Deadlines to re-apply are September 30 for possible spring admission and January 31 for possible fall admission.**

## SCHOOL OF NURSING

### Summer Start Program

Students who have completed 60 or more transferable semester units of college credit in prerequisite and general education courses, including four sciences (anatomy; physiology; microbiology; the equivalent CHEM 111, 112, 114; and all labs) with a minimum grade of C or better may apply to the Summer Start Program and complete the BSN program of study in six continuous, consecutive semesters, including summers. Summer Start Program admission is based on units completed at the time of entrance, grade-point average, date of application, and space availability. Summer Start applicants must meet the BSN generic nursing admission requirements and the prerequisite course requirements as listed below prior to enrolling in UNRS 105. The 60+ units must include:

#### Prerequisite Course Requirements

BIOL	220	General Microbiology for Nursing (with lab)	4
BIOL	250	Human Anatomy (with lab)	4
BIOL	251	Human Physiology (with lab)	4
CHEM	111	Organic Chemistry for the Health Sciences <sup>^</sup>	2
CHEM	112	Biochemistry for the Health Sciences <sup>^</sup>	1
CHEM	114	Laboratory for Health Sciences <sup>^</sup>	1
ENGL	110	Freshman Writing Seminar*	3
ENGL	XXX	Literature (core requirement) <sup>*/^^</sup>	3
MATH	110	College Algebra*	3
PE	XXX	Fitness for Life*	1
PHIL	XXX	Core Requirement*	3
PSYC	110	General Psychology*	3
PSYC	290	Human Growth and Development*	3
PSYC	299	Applied Statistics	3
		Heritage and Institutions (core requirement)*	3
		Aesthetics and the Creative Arts (core requirement) <sup>*/^^</sup>	3
		Foreign Language—2 semesters*	8
		Bible requirement-varies <sup>^^^</sup>	
		Select one of the following:	
SOC	358	Human Diversity**	3
GLBL	301	Anthropology and Everyday Living <sup>**/*</sup>	3
GLBL	310	Intercultural Communication**	3

#### The course of study for the Summer Start students:

Semester	Course	Units	
1	UNRS 105	Foundations of Nursing	6
	UNRS 113	Pharmacology	2
	UNRS 220	Health Assessment	3
2	UNRS 212	Nursing Care of Adults and Elderly	6
	UNRS 260	Nutrition	2
	UNRS 367	Pathophysiology	3
3	UNRS 210	Nursing Care, Maternal, Newborn, and Women's Health	6
	UNRS 314	Nursing Care of Children and Young Adults	6
4	UNRS 306	Theoretical Frameworks for Nursing <sup>***</sup>	3
	UNRS 410	Community Health Nursing	6
5	UNRS 310	Mental Health Nursing	3
	UNRS 313	Restorative Nursing	3
	UNRS 403	Leadership and Management in Professional Practice	3
	UNRS 425	Nursing Research	3

6	UNRS 411	Advanced Nursing Care of Adults and Aging	7
	UNRS 496	Ethics and Issues in Healthcare*	4

\*Meets a General Studies Core (or elective) requirement.

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

<sup>^</sup>CHEM 111, 112 and 114 fulfill General Studies when all are successfully taken.

<sup>^^</sup>One must be upper division.

<sup>^^^</sup>The units for the Bible requirement vary depending on any transfer status.

#### Current APU Students Applying to the School of Nursing

**Current APU students** may apply to the generic or Summer Start Program. The students must meet the admission requirements of the program to which they are applying. Due to limited space availability, meeting admission criteria does not guarantee admission to the program.

#### International Students

**International students** are required to meet the same academic and admission requirements as other students.

- International students must complete Freshman Writing Seminar, one of the four required sciences taken at an accredited U.S. university with a minimum grade of C, and achieve a cumulative grade-point average of 3.00 in all college courses completed at Azusa Pacific University after two semesters of full-time enrollment.
- The admission requirement for international students with English as a second language (ESL) is a minimum TOEFL score of 550. The School of Nursing specifies that the TOEFL Test of Written English (TWE) and TOEFL Test of Spoken English (TSE) be included in the TOEFL assessment score since these are critical to success in nursing.

Note: If the student has taken the IBT (Internet-based TOEFL) the required score is under discussion. Please check with the School of Nursing for the admitting score.

If there are no TOEFL scores of written and spoken English, the student will be referred to Azusa Pacific University's American Language and Culture Institute (ALCI) for successful completion of evaluation and required testing. If deemed necessary, additional ESL courses may be required. (Information about taking the TOEFL examination can be obtained by contacting the Office of International Student Services.)

#### LVN Students

Two programs are available to the licensed vocational nurse (LVN): the LVN to BSN, and LVN to RN, a 30-unit option. Licensed vocational nurses are evaluated on an individual basis. Credit is given for general education courses that are transferable. The first-year nursing courses UNRS 105 is waived for currently licensed LVNs.

LVN students must take UNRS 270 Theories and Concepts in Professional Nursing prior to any other nursing course at APU. The class is offered each time a cohort of six students (LVNs and students with nursing transfer credits) is formed.

#### LVN to BSN

See the admission policies for BSN applicants under the "BSN Generic or Accelerated Program" section. A copy of the LVN license is required.

## NURSING

### 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.

Applicants must meet the admission requirements of the BSN generic program and submit a copy of their current LVN nursing license.

### RN to BSN

Registered nurses from associate degree and diploma programs are encouraged to apply to the Azusa Pacific University baccalaureate nursing program. The program is offered each time a cohort of 10 RN-to-BSN students apply. Applicants must be currently licensed in the state of California. If fewer than 10 students (one cohort) apply for the program, those applicants will be directed to the Accelerated RN to BSN Degree Completion Program offered through APU's Center for Adult and Professional Studies (C.A.P.S.). Please contact the School of Nursing for more details.

Applicants must meet the following admission requirements:

1. Submit applications to the Office of Undergraduate Admissions with copies of all high school and college transcripts.
2. Submit letters of recommendation as required by the university and School of Nursing.
3. Submit to the Office of Undergraduate Admissions a one-page statement of professional goals in nursing and a list of work experience within the past two years.
4. Submit a report of a physical examination including TB test, Hepatitis B, MMR, Varicella, and DT immunizations prior to enrollment in clinical nursing courses. (Physical exam forms are provided by the School of Nursing.)
5. Submit proof of current CPR certification in Basic Cardiac Life Support (BCLS for Health Care Providers) for adults and children.
6. Submit copy of RN nursing license.

Each applicant is individually evaluated and appropriate credit is given for previous education.

1. Up to 96 units of transfer and challenge credit are allowed with a maximum of 64 units transferred from a junior college.
2. A total of 126 semester units are required for a BSN degree.
3. Challenge exams are available for clinical nursing courses UNRS 210, UNRS 212, UNRS 310, UNRS 313, and UNRS 314. In addition, challenge exams are available for nursing courses (Health Assessment, Pathophysiology, Nutrition, and Nursing Research) for applicants who wish to receive credit for knowledge gained through prior education. Up to a total of 30 units of challenge credit may be utilized for the BSN program.
4. Registered nurses must meet the general education requirements of the university and the nursing program. Some general studies requirements may be waived through successful completion of CLEP exams.

### Nursing Course Requirements for the RN to BSN Program

			<b>30 units</b>
UNRS	220	Health Assessment <sup>^</sup>	3
UNRS	270	Theories and Concepts in Professional Nursing <sup>^^</sup>	2
UNRS	306	Theoretical Frameworks for Nursing <sup>***</sup>	3
UNRS	367	Pathophysiology <sup>^</sup>	3
UNRS	425	Nursing Research <sup>*</sup>	3
UNRS	446	Theory and Practice in Community Health Care Systems <sup>^^</sup>	6
UNRS	447	Nursing Leadership in Acute Care Settings <sup>^^</sup>	6
UNRS	496	Senior Seminar: Ethics and Issues in Health Care <sup>*</sup>	4

<sup>\*</sup>Meets a General Studies Core (or elective) requirement.

<sup>\*\*\*</sup>Meets the Upper-Division Writing Intensive requirement.

<sup>^</sup>Prerequisites for UNRS 446/447

<sup>^^</sup>Prerequisite: one year of clinical practice as a RN and completion of all challenge exams

### Additional Information

#### Background Check

In light of recent statements from the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) and contracted facilities, the School of Nursing now requires that all undergraduate and graduate students undergo a background check prior to their involvement at clinical sites. The cost for the background check is the responsibility of the student and due prior to enrollment in UNRS 105 or at the first clinical course if entering the program out of sequence. **NOTE:** International students are required to pay the additional fee based upon the actual costs of background checks for their country.

#### Blood Borne Pathogen Training

Nursing students admitted to the nursing program must complete the blood borne pathogen training prior to the first day of clinical practicum. Returning students must renew annually prior to the first day of clinical practicum.

#### Uniforms

Students in the baccalaureate program are required to follow the School of Nursing uniform and dress code at all times during clinical practicum. A nursing uniform with a School of Nursing patch and name tag are acceptable attire.

#### Fees and Other Costs

Nursing students are charged a laboratory fee for each course with a laboratory or practicum. Worker's compensation, HESI testing, and nursing liability insurance (which covers only the clinical practicum associated with the School of Nursing clinical courses) are included in the lab fee.

#### Transportation

Certain clinical experiences in the nursing program may require that the student have a valid driver's license, an automobile for personal use, and evidence of public liability insurance. Nursing students must provide their own transportation to and from clinical facilities or activities.

#### Curriculum

Copies of the course requirements and schedule for nursing majors are available from the School of Nursing. Several nursing courses are offered sequentially and have prerequisites; therefore, it is important for students to follow this schedule when registering for classes. Any questions regarding the schedule should be directed to the School of Nursing.

## SCHOOL OF NURSING

### GPA Requirement

All nursing majors must maintain a cumulative GPA of 2.0 in classes required for the major.

**The School of Nursing reserves the right to change the curriculum and degree requirements as deemed necessary.**

### Requirements for the Generic or Accelerated Nursing Major

**68 units**

UNRS	105	Foundations of Professional Nursing (or UNRS 270 for LVNs and students with nursing transfer credits)	6
UNRS	113	Pharmacology	2
UNRS	210	Nursing Care in Maternal, Newborn, and Women's Health	6
UNRS	212	Nursing Care of Adults and Elderly	6
UNRS	220	Health Assessment	3
UNRS	260	Nutrition	2
UNRS	270	Theories and Concepts in Professional Nursing (or UNRS 105)	2
UNRS	306	Theoretical Frameworks for Nursing***	3
UNRS	310	Mental Health Nursing	3
UNRS	313	Restorative Nursing	3
UNRS	314	Nursing Care of Children and Young Adults	6
UNRS	367	Pathophysiology	3
UNRS	403	Leadership and Management in Professional Practice	3
UNRS	410	Community Health Nursing	6
UNRS	411	Advanced Nursing Care of Adults/Leadership	7
UNRS	425	Nursing Research	3
UNRS	496	Senior Seminar: Ethics and Issues in Health Care*	4

\*Meets a General Studies Core (or elective) requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

### Nursing Courses Elected/Recommended for the Nursing Major

UNRS	380	Transcultural Health Care Outreach	2
UNRS	381	Transcultural Health Care Outreach – Practicum	1
UNRS	400	Advanced Practice: Professional Studies and Communication Skills (limited to senior nursing students interested in pursuing graduate studies; requires cumulative GPA of 3.0 or better)	3
UNRS	436	Fundamentals of Case Management	3

Selected graduate nursing courses require a cumulative grade-point average of 3.0 or better.

### Support Courses and General Studies Requirements for the Nursing Major

BIOL	220	General Microbiology for Nursing (with lab)	4
BIOL	250	Human Anatomy (with lab)	4
BIOL	251	Human Physiology (with lab)	4
CHEM	111	Organic Chemistry for the Health Sciences*/^	2
CHEM	112	Biochemistry for the Health Sciences*/^	1
CHEM	114	Laboratory for Health Sciences*/^	1
COMM	111	Public Communication+	3
CSA	101	Beginnings+ (for students with fewer than 28 transfer units)	1
ENGL	110	Freshman Writing Seminar+	3
ENGL	XXX	Literature core requirement*	3
MATH	110	College Algebra+	3
PE	XXX	Fitness for Life+	1
PHIL	XXX	Core requirement*	3
PSYC	110	General Psychology*	3
PSYC	290	Human Growth and Development*	3
PSYC	299	Applied Statistics	3
		Heritage and Institutions (Core requirement)*	3
		Aesthetics and the Creative Arts (Core requirement)*	3
		God's Word and the Christian Response (core requirements) (includes core units of ethics in UNRS 496)*	18
		University Skills Foreign Language requirement (unless waived by proficiency testing)+	8
		Elective (If MATH 110 is successfully waived)	3
		Select one of the following:	
SOC	358	Human Diversity**	3
GLBL	301	Anthropology and Everyday Living**/**	3
GLBL/COMM	310	Intercultural Communication**	3

\*Meets a General Studies Core (or elective) requirement.

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

+Meets a University Skills requirement.

^CHEM 111, 112, and 114 all must be taken to fulfill the general studies requirement.

NOTE: Upper-Division Writing Intensive and senior seminar requirements are met in nursing courses.

## Accelerated RN to BSN Degree Completion Program (Center for Adult and Professional Studies)

### Introduction

This Accelerated RN to BSN Degree Completion Program is a unique alternative to the traditional method of pursuing a college degree. It is designed specifically for adult learners who have an RN license and desire to complete their baccalaureate degree while continuing to work. The program is a field-based modular design, delivered to cohort groups. Each cluster will have a primary advisor who will provide system guidance, direct special projects, and serve as mentor to individual learners.

Prospective students include those working at area hospitals and RNs working in other health care facilities. Eligible students are 25 years of age or older and have five or more years of significant work experience with at least one year spent as a practicing RN. They may be currently working in the nursing profession or have prior experience in nursing.

The RN to BSN-CAPS track is based on the same philosophy, purposes, graduate characteristics, and conceptual framework as the traditional undergraduate track. However, in recognition of the special needs of the working adult, the curriculum is packaged to accommodate the adult student. The nursing courses are presented in sequence in a modular arrangement of content. Courses are designed to affirm personal and professional strengths. The teaching/learning process is collaborative – the experiences and insights which students bring are a vital part of classroom activities.

Learners join groups consisting of no more than 22 students who progress through the courses together. Courses are taught sequentially, and the rich diversity of experiences which students bring to class results in lively discussions involving shared experiences. Because students stay with the same group throughout the program, they develop a strong rapport with other group members, who act as a support system through the completion of the degree.

Classes are offered one night a week for four hours. Courses vary in length from 5 to 10 weeks. The same night of the week is used for a group throughout the program. Clinical experiences for specific courses are arranged at other times during the week.

Students may complete their Bachelor of Science in Nursing in approximately 15 months. In this accelerated format, a 40-semester unit curriculum is concentrated into 60 weekly 4-hour class sessions. This customized program coordinates the students' class and work schedules and allows students to begin the program as it suits their schedules.

### Admission Requirements

A minimum of 126 semester units of credit are required for the B.S. degree. To be admitted to the 60-class-session RN to BSN-CAPS Program, a student must:

1. Be a registered professional nurse, licensed in California, and graduated from an accredited associate degree or diploma nursing program.
2. Have a minimum of one year of work experience as a registered nurse. (If it has been more than five years since working as an RN, the Refresher Course must be taken.)
3. Have a minimum of 60 transferable semester units from an accredited college or university.
4. Submit official transcripts from all schools attended.
5. Hold a grade-point average of 2.0 or above in the transferred courses.

6. Provide a writing sample that demonstrates written communication skills.
7. Submit a report of a physical examination including two-step TB test, Hepatitis B, MMR, Varicella, and DTAP immunizations prior to enrollment in clinical nursing courses. (Physical exam forms are provided by the School of Nursing.)
8. Submit proof of current CPR certification in Basic Cardiac Life Support (BCLS for Health Care Providers) for adults and children.
9. Submit copy of nursing license.

Students will be asked to compile a portfolio of their extracollegiate learning derived from academic, personal, and professional experiences since high school. Students may earn up to 30 semester units for learning acquired through life experience. When the above requirements have been met, students will receive a letter of admission and statement of estimated accepted transfer credits.

The program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills.

### Requirements for RN to BSN-CAPS

#### Prerequisite Courses

	<b>20 units</b>
Chemistry	3
Pharmacology (UNRS 113)	2
Human Anatomy (BIOL 250 – includes lab)	4
Human Physiology (BIOL 251 – includes lab)	4
Microbiology (BIOL 220 – includes lab)	4
Human Growth and Development (PSYC 290 – Lifespan)	3

#### Support Courses and General Education Requirements 24 units

Freshman Writing Seminar (ENGL 110) or English Composition	3
Public Communication (COMM 111)	3
College Algebra (MATH 110) or its equivalent	3
General Psychology (PSYC 110)	3
Heritage and Institutions Core Requirements (history/civics/political science)	3
Language and Literature Core Requirement	3
Aesthetics and Creative Arts Core Requirement	3
Religion (general survey/introduction to biblical literature)	3

#### RN to BSN-CAPS Courses

	<b>40 units</b>
BNRS 271 Theories and Concepts in Professional Nursing	1 + 2
BNRS 221 Health Assessment	3
BNRS 303 Adult Development and Learning Assessment	3
BNRS 307 Theoretical Frameworks for Nursing	3
BNRS 326 Nursing Research and Statistics	3
BNRS 368 Pathophysiology	3
BNRS 412 Christian Worldview and the Profession of Nursing	3
BNRS 448 Leadership in Acute Care Settings	6
BNRS 449 Theory and Practice in Community Health Care	6
BNRS 497 Ethics/Issues in Health Care	4
SOC 358 Human Diversity	3



## Course Descriptions

### UNRS 105 Foundations of Nursing (6)

THEORY, 3 HOURS; CLINICAL PRACTICUM, 9 HOURS

This course focuses on the nursing process and introductory concepts crucial to professional nursing care, including interviewing, wellness, health promotion, and illness prevention. The clinical practicum includes application of concepts and acquisition of nursing knowledge and skills needed to provide health care to the healthy elderly and hospitalized adults and elderly utilizing the nursing process to plan care based on human needs, problems of immobility, and pain. *Prerequisites: Acceptance to nursing program, BIOL 250, CHEM 111, and CHEM 114; corequisites: BIOL 251, CHEM 112, and UNRS 113*

### UNRS 113 Pharmacology (2)

THEORY, 2 HOURS

This course is designed for students who have completed organic chemistry, inorganic chemistry, and biochemistry. The content focuses on principles of pharmacology, and specifics of the major drug classifications. *Prerequisites: credit in organic chemistry, inorganic chemistry, and biochemistry (CHEM 111, CHEM 112 and CHEM 114), and BIOL 250; corequisites: BIOL 251, CHEM 112, and UNRS 105*

### UNRS 210 Nursing Care in Maternal, Newborn, and Women's Health (6)

LECTURE, 2 HOURS; PRACTICUM, 12 HOURS

This course focuses on the theoretical and clinical concepts of the childbearing patient, her infant, and her family. The students study both normal and complicated obstetrics. Selected issues of women's health are explored. The student is introduced to birth preparation, prenatal care, normal neonatal, and postpartum care with concurrent clinical experiences. *Prerequisites: BIOL 250, BIOL 251, CHEM 111, CHEM 112, CHEM 114, PSYC 290 (or corequisite), UNRS 105 or UNRS 270, UNRS 113, UNRS 220 (or corequisite), and UNRS 260 (or corequisite)*

### UNRS 212 Nursing Care of Adults and Elderly (6)

LECTURE, 3 HOURS; PRACTICUM, 9 HOURS

This course involves application of biological, psychosocial, and spiritual concepts to adult and elderly clients experiencing the stress of an acute or chronic alteration in physical health. Specific concepts of gerontology and development are discussed related to the medical-surgical setting. Nursing process is utilized to provide care to one or two clients within the health care delivery system of an acute hospital, skilled nursing facility, or transitional care unit, and extending to the community. *Prerequisites: BIOL 250, BIOL 251, CHEM 111, CHEM 112, CHEM 114, PSYC 290 (or corequisite), UNRS 105 or UNRS 270, UNRS 113, UNRS 220 (or corequisite), and UNRS 260 (or corequisite)*

### UNRS 220 Health Assessment (3)

LECTURE, 2 HOURS; LABORATORY, 3 HOURS

This course provides the nursing student with skills in physical, spiritual, and psychosocial assessment of adult clients. History-taking and physical-examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included. RNs take this course in the summer. *Prerequisite(s): BIOL 250, BIOL 251, and UNRS 105, or UNRS 270 (for LVN or transfer students); corequisite: UNRS 210 or UNRS 212*

### UNRS 260 Nutrition (2)

THEORY, 2 HOURS

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(s): CHEM 111, CHEM 112, CHEM 114 or instructor's approval if a nonnursing major; corequisite: UNRS 210 or UNRS 212*

### UNRS 270 Theories and Concepts in Professional Nursing (2)

THEORY, 2 HOURS

This "bridge" course is designed for transfer students who are not required to take UNRS 105 (LVNs, 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 nursing clients. The content also includes discussion of current issues and trends in nursing and compilation of a professional portfolio. *Prerequisite: acceptance into the nursing program*

### UNRS 306 Theoretical Frameworks for Nursing (3)

THEORY, 3 HOURS

The focus of this course is exploration and integration of theoretical models in stress, development and health care adaptation as applied to nursing practice. Through writing and experiential activities the students will express a knowledge of family assessment and analysis of the family unit utilizing a variety of theoretical models. It is recommended that the course be scheduled concurrently with UNRS 310/313. *Meets the general studies upper-division intensive writing requirement. Prerequisites: junior standing, BIOL 220, PSYC 110, and PSYC 290; corequisites: UNRS 310 and UNRS 313*

### UNRS 310 Mental Health Nursing (3)

LECTURE, 2 HOURS; PRACTICUM, 12 HOURS FOR A 7-WEEK ROTATION

This theoretical and clinical course focuses on the dynamics of psychosocial stress within the interpersonal and intrapersonal systems of clients with acute and chronic psychiatric disorders. Short-term evaluation and treatment experiences are offered utilizing milieu, individual, group, and family therapy. *Prerequisites: BIOL 220; PSYC 110; PSYC 290; UNRS 105 or UNRS 270; UNRS 210; UNRS 212; UNRS 220; and UNRS 260; corequisite: UNRS 306*

### UNRS 313 Restorative Nursing (3)

LECTURE, 2 HOURS; PRACTICUM, 12 HOURS FOR A 7-WEEK ROTATION

This course enables the student to focus on integrating biological, psychosocial, and spiritual care of an adult or geriatric client with a long-term health problem. The mental health and spiritual concepts are emphasized. Students are assigned to a rehabilitation or restorative setting. *Prerequisites: BIOL 220; PSYC 110; PSYC 290; UNRS 105 or UNRS 270; UNRS 210; UNRS 212; UNRS 220; and UNRS 260; corequisite: UNRS 306*

### UNRS 314 Nursing Care of Children and Young Adults (6)

LECTURE, 2 HOURS; PRACTICUM, 12 HOURS

This theoretical and clinical course focuses on the care of children from birth through adolescence. The effects of acute and chronic illness on growth and development are studied in the acute and community health care setting. Education of the child and family on health promotion, disease prevention, and safety issues are addressed. Ethical issues are discussed regarding the relationship 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. *Prerequisites: BIOL 220; PSYC 290; UNRS 105 or UNRS 270; UNRS 210; UNRS 212; UNRS 220; UNRS 260; corequisite: UNRS 367*

### UNRS 367 Pathophysiology (3)

THEORY, 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 pathophysiologic disorders are emphasized. This course is to be scheduled concurrently with UNRS 314. *Prerequisites: BIOL 220, BIOL 250, BIOL 251, CHEM 111, CHEM 112, CHEM 114, UNRS 113, UNRS 220, UNRS 260, and junior standing; corequisite: UNRS 314*

**UNRS 380 Transcultural Health Care Outreach (2)**

This course provides an opportunity for nursing and nonnursing students to explore and understand theoretically based transcultural health care practices. The content serves to stimulate discussion and identify personal perspectives and individual cultural values as well as methods and frameworks appropriate to the development of knowledge related to the health care of individuals, families; and communities. *Prerequisite:* UNRS 212 or instructor's permission for nonnursing majors; SOC 358 or GLBL 305 highly recommended

**UNRS 381 Transcultural Health Care Outreach – Practicum (1)**

This course provides an opportunity for nursing and nonnursing students to participate in service and learning in another culture as part of a health care team. It is intended to promote the delivery of health care and health education to underserved populations. *Prerequisite:* UNRS 380 (or corequisite), UNRS 212, or instructor's permission for nonnursing majors

**UNRS 400 Advanced Practice: Professional Studies and Communication Skills (3)**

This course is designed as a preparatory course for students undertaking, or planning to seek, graduate education in the pursuit of an advanced practice role. The course presents an overview of issues and trends in United States health care delivery systems and models as they relate to the evolution of advanced practice nursing and explores the potential for employment. Further, the course provides an exploration of the expectations of students in nursing graduate study with special emphases on oral and written professional communication skills. *Meets the general studies upper-division intensive writing requirement. Prerequisite:* instructor's permission

**UNRS 403 Leadership and Management in Professional Practice (3)**

THEORY, 2 HOURS; PRACTICUM, 3 HOURS

This course emphasizes leadership and management theory including systems theory in a number of applications and settings. It assists the upcoming graduate to adjust to various organizations encountered by professional nurses serving in a variety of roles. Core concepts relevant to the clinical setting are presented with a systems approach. *Prerequisites:* UNRS 310, UNRS 306, UNRS 313, UNRS 314, UNRS 367, and senior standing in the School of Nursing; *Corequisites:* UNRS 410 or 411

**UNRS 410 Community Health Nursing (6)**

Lecture, 2 hours; Practicum, 12 hours

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing, and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings, with a focus on vulnerable populations. Collaboration with community-based organizations and services that provide health promotion, disease prevention, maintenance of chronic illness and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussions of ethical dilemmas and issues related to community-based care is included. *Prerequisites:* UNRS 306, UNRS 310, UNRS 313, UNRS 314, UNRS 367; *Pre- or corequisites:* UNRS 425, SOC 358, or GLBL 301 or GLBL 310; *Corequisites:* UNRS 496 and senior standing in the School of Nursing

**UNRS 411 Advanced Nursing Care of Adults and Aging (7)**

Lecture, 2 hours; Practicum, 12 hours

This course involves the application of pathophysiological, psychosocial, and spiritual concepts to adult and geriatric clients experiencing the stress of illness in acute settings. The first area of focus is caring for critically ill clients and their families with complex health needs in a critical-care setting. The second area of focus is on the utilization of leadership and management concepts/skills in providing comprehensive care to groups of clients in a medical-surgical setting with a clinical preceptor. Emphasis is placed on preparing the student to practice in a beginning leadership role in managing client care. Reviews of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to acute care are included. *Prerequisites:* UNRS 306, UNRS 310, UNRS 313, UNRS 314, UNRS 367; *Pre- or corequisites:* UNRS 425, SOC 358 or GLBL 301 or GLBL 310; *Corequisites:* UNRS 403 and senior standing in the School of Nursing

**UNRS 425 Nursing Research (3)**

LECTURE, 3 HOURS

This course introduces the steps in the research process. Emphasis is placed on the principles and methods of the research process, including how this process contributes to the development of nursing knowledge and the improvement of nursing practice. This historical evolution of nursing research is examined and current issues impacting nursing research are analyzed. Ethical considerations and rights of human subjects are explored. Students have the opportunity to evaluate selected nursing studies throughout the semester in small groups with faculty input and guidance. *Prerequisite:* PSYC 299; *Corequisite:* UNRS 410 and/or UNRS 411

**UNRS 436 Fundamentals of Case Management (3)**

THEORY, 2 UNITS; PRACTICUM, 1 UNIT

This is an introductory course for senior-level students covering the principles of case management, roles and responsibilities of the case manager, case management tools, plans and methods, issues (including legal ones), and how case management improves patient and hospital outcomes. It is designed to give an overview of what case management is and how a nurse can utilize these tools and skills to advance clinical practice. It is an elective course. *Prerequisites:* PSYC 350 and UNRS 425 (or corequisite)

**UNRS 446 Theory and Practice in Community Health Care Systems (6)**

LECTURE, 3 HOURS; PRACTICUM, 9 HOURS

This is one of two courses offered for the RN who seeks a baccalaureate degree in nursing. A multiple theoretical focus that includes concepts from systems, stress, adaptation, development, and role theory, is emphasized. A beginning practice in the utilization of nursing process with an emphasis on nursing diagnosis and the nurse's role in assessing, planning, implementing, and evaluating care of clients in a variety of community settings is provided. Collaboration with community-based organizations and services that provide health promotion, disease prevention, chronic illness maintenance, and client education services to individuals and families are essential course components. A review of legal mandates for practice, as well as discussion of ethical dilemmas and issues related to high quality nursing care, are included. Specific content varies based on the student's prior education and experience. *Prerequisites:* SOC 358, UNRS 220, UNRS 270, UNRS 367, UNRS 425 (or corequisite), senior standing in the nursing major, completion of all ERI and School of Nursing Challenge Exams, and one year of clinical practice as an RN

**UNRS 447 Senior Seminar: Nursing Leadership in Acute Care Settings (6)**

LECTURE, 4 HOURS; PRACTICUM, 6 HOURS

This is one of two courses offered for the RN who seeks a baccalaureate degree in nursing. The course synthesizes selected information presented in the generic baccalaureate program for presentation in a condensed format. The course addresses the development and nature of today's health care systems and associated nursing issues in the United States. The content also familiarizes the student with major nursing roles: leader, consultant, teacher, manager, and client advocate. The course focuses on client needs in acute health care settings and emphasizes the interdependent relationship between the health care system and advocate. *Prerequisites:* UNRS 220, UNRS 270, UNRS 367, UNRS 425, senior standing in the nursing major, completion of all ERI and School of Nursing Challenge Exams, and one year clinical practice as an RN

**UNRS 496 Senior Seminar: Ethics and Issues in Health Care (4)**

The focus of this course is on the integration of Christian faith, ethical issues, and professional concerns which confront nurses in their work life. It also includes consideration of issues and trends in health care and nursing. Integration of such concerns as providers of health care, quality of health, access to health care, education of the health care professionals and consumerism with ethical concern are investigated. This course also contains a comprehensive paper written on a bioethical issue which meets the senior writing requirement. Each week there is a discussion period around ethical concerns which correlates to the material presented in class. This class meets the general studies requirement of a senior seminar. *Prerequisites:* upper-division writing intensive course (UNRS 306), UNRS 310, UNRS 313, UNRS 314, UNRS 367; *Pre- or corequisite:* UNRS 425; *Corequisites:* UNRS 410, senior standing in the School of Nursing, and completion of the majority of the units required for God's Word and the Christian Response

## SCHOOL OF NURSING

### **UNRS 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. *An independent study fee is assessed for each enrollment in this class.*

### **UNRS 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

### **UNRS 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing*

## **Accelerated RN to BSN Degree Completion Program**

### **BNRS 221 Health Assessment (3)**

This course provides the nursing student with skills in physical and psychosocial assessment of adult clients. History-taking and physical examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built.

### **BNRS 271 Theories and Concepts in Professional Nursing (1 + 2)**

This course provides an introduction to theories and concepts of professional nursing. Focus is on utilizing the nursing process, group dynamics, group conflict, and techniques to analyze and solve problems.

### **BNRS 303 Adult Development and Learning Assessment (3)**

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments, documented by a portfolio. Additional credit for prior extracollegiate learning may be earned through the portfolio.

### **BNRS 307 Theoretical Frameworks for Nursing (3)**

The focus of this course is exploration and integration of theoretical models in stress, development and health care adaptation as applied to nursing practice. Through writing and experiential activities the students will express a knowledge of family assessment and analysis of the family unit utilizing a variety of theoretical models. *Meets the general studies upper-division intensive writing requirement. Prerequisite: enrollment in the accelerated degree program*

### **BNRS 326 Nursing Research and Statistics (3)**

This course presents the essential concepts of the research process to enable nursing students to critique research reports and apply research findings from nursing and other disciplines in clinical practice. It introduces the students to the scientific method as a way of knowing and the research process as a tool of science. It acquaints the students with the stages of the research process, the use of basic statistical techniques in answering nursing research questions, the principles of applying the research process to nursing practice, and the ethics for conducting research. Students have hands-on experience in the use of the computer and statistical programs for data analysis.

### **BNRS 368 Pathophysiology (3)**

This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.

### **BNRS 412 Christian Worldview and the Profession of Nursing (3)**

Students develop an articulated Christian worldview, which can be applied to the broader issues of society. They develop an integrated approach to nursing and the common good, and formulate responses to the worldview aspect of current professional and social issues.

### **BNRS 448 Leadership in Acute Care Settings (6)**

This course synthesizes selected information presented in the generic baccalaureate program for presentation in condensed format. The course addresses the development and nature of today's health care systems and associated nursing issues in the United States. The content also familiarizes the student with major nursing roles: leader, consultant, teacher, manager, and client advocate. The course focuses on client needs in acute health care settings and emphasizes the interdependent relationship between the health care system and advocate.

### **BNRS 449 Theory and Practice in Community Health Settings (6)**

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings. Collaborating with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care is included. A multiple theoretical focus that includes concepts from systems, stress, adaptation, development, and role theory is emphasized.

### **BNRS 497 Ethics/Issues in Health Care (4)**

This course focuses on the integration of Christian faith, ethical issues, and professional concerns, that confront nurses in their work life. It also includes consideration of issues and trends in health care and nursing. Integration of such concerns as providers of health care, education of the health care professional, and consumerism with ethical concerns are investigated. This course also contains a comprehensive paper written on a bioethical issue, which meets the senior writing requirement. Each week there is a discussion period around ethical concerns, which correlates to the material presented in class. *An independent study fee is assessed for each enrollment in this class.*

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*

# School of Theology



<b>Accelerated B.S. in Christian Leadership Degree Completion Program</b>	<b>213</b>
<b>Department of Biblical Studies</b>	<b>214</b>
<b>Department of Theology and Philosophy</b>	<b>217</b>
<b>Department of Practical Theology</b>	<b>221</b>

# School of Theology Division of Religion and Philosophy

*Interim Dean, School of Theology: Russell Duke, Ph.D.*

*Associate Dean, Division of Religion and Philosophy and Professor:  
Kenneth Waters, Ph.D.*

## Division Overview

The programs available in the division's three departments offer courses of study that encourage the search for truth about God, human existence in relationship to God, and the world as God's creation. Students are guided in this search through an analysis of the Christian Scriptures, historical and contemporary statements of Christian belief, human experience of God and the world, and rational reflections on the nature of reality by great thinkers – both past and present. The goal of this study is to prepare men and women for service to God, as either lay or professional ministers in His Kingdom. Academic study is therefore balanced with a concern for individual involvement in practical ministry.

The departments offer five major courses of study (biblical studies, Christian ministries, philosophy, theology, and youth ministry); and nine minors (biblical studies, Christian ministries, youth ministries, biblical languages, Greek, philosophy, religion, religion and culture, and theology); two special programs (Certificate of Distinction in Biblical Studies and the Certificate of Distinction in Philosophy). This division also provides the curriculum and instruction for degree completion of the Bachelor of Science in Christian Leadership. Each major course of study builds on the general studies requirement in God's Word and the Christian Response (18 units). Transfer students take the number of units required by the registrar. Courses are selected from the list of core courses for general studies in consultation with a department advisor. All majors in the Undergraduate Division must maintain a minimum 2.5 cumulative grade-point average from all courses for the major.

The philosophy major adds 24 units of specialized upper-division study in philosophy and the four majors in religion (biblical studies, Christian ministries, youth ministry, and theology) add core courses in religion and philosophy (15 units) and a specialization of upper-division courses in the major. Courses used to meet the general studies requirement in God's Word and the Christian Response cannot be used to meet the additional core of specialization requirements of the majors. In general, correspondence courses are not accepted as fulfillment of religion or philosophy requirements. However, a student may petition to have three correspondence units count toward his/her major or minor upon department approval. The course(s) must match existing courses, and the student may be asked to pass an exam. Double majors require 24 units which are distinctive to one major; 18 units must be upper division. Each minor course of study requires 12 units of upper-division work in the area of the minor. Courses applied toward another major or minor may not be counted toward a minor.

## General Studies: God's Word and the Christian Response Courses

### For all majors in the Division of Religion and Philosophy

**21 units**

CMIN	108	Christian Life, Faith, and Ministry	3
THEO	303	Theology and the Christian Life (except theology majors)^	3
UBBL	100	Introduction to Biblical Literature: Exodus/Deuteronomy	3
UBBL	230	Luke/Acts	3
UBBL	3XX	Any UBBL General Studies Bible course	3

Select one of the following:

PHIL	220	Introduction to Philosophy	3
HUM	224	Humanities Seminar (3 units on APU Campus, 4 units on High Sierra Campus)	3, 4

Senior Seminar: See table for specific major/concentration. 3

Major	Sr. Seminar Requirement
Biblical Studies	Any Senior Seminar class (XXX 496) offered
Theology	THEO 496
Philosophy	PHIL 496 or THEO 496
Christian Ministries (all concentrations)	PHIL 496 or THEO 496
Youth Ministry (Church Ministry concentration)	THEO 496
Youth Ministry (Ministry in Non-Traditional Faith-Based Contexts concentration)	SOCW 496 or THEO 496
Youth Ministry (Sports Ministry concentration)	PE 496

^Theology majors must take THEO 352 in lieu of THEO 303.

Students transferring into the university may waive some of the general studies God's Word and the Christian Response requirements for the major as follows: sophomore standing, 3 units; junior standing, 9 units; and senior standing, 12 units. The specific courses waived are selected in consultation with a department faculty advisor.

## Humanities Classes

### HUM 224/324 Humanities Seminar IV: Great Ideas (3, 4)

This course offers a study of selected philosophical works illustrating intellectual perspectives of a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. On the APU campus, this is a three-unit course. At the High Sierra site, it is worth four units and is to be taken with one or more other Humanities Seminar(s). HUM 224 and HUM 324 may not be taken concurrently, and additional work is required in HUM 324. This course may be repeated once for credit as the topic varies. *Meets the general studies core requirement in Heritage and Institutions (Philosophy).*

### HUM 325 Humanities Seminar V: Christian Classics (3, 4)

This course offers a study of selected Christian classics on Christian life and doctrine from a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. On the APU campus, this is a three-unit course. At the High Sierra site, it is worth four units and is to be taken with one or more other Humanities Seminar(s). This course may be repeated once for credit as the topic varies. *Meets the General Studies core requirement in God's Word and Christian Response (Doctrine).*

## Special Programs

### Requirements for the Religion Minor 12 units

The religion minor consists of 12 upper-division units in theology, biblical studies, and Christian ministries/youth ministry approved courses (see the department office for the approved course list). Students must have at least three units in each area.

### Requirements for the Religion and Culture Minor 12 units

Religion plays an essential role in human society and history. Those wishing to study religion in general are urged to consider the minor in religion and culture. This interdisciplinary minor focuses the resources of several departments on the task of understanding religion in general. This program prepares students for graduate work in religious studies. The minor consists of 12 upper-division units from among these required courses:

HIST	352	Renaissance and Reformation	3
HIST	420	History of Religion in America	3
PHIL	370	Comparative Religions	3
PHIL	410	Philosophy of Religion	3
PSYC	440	Psychology of Religion**	3
SOC	360	Sociology of Religion	3

### Certificate of Distinction in Biblical Studies 24-25 units

Students who maintain a GPA of at least 3.5 in their major can earn a Certificate of Distinction in Biblical Studies by completing 24 units of upper-division work in biblical studies and biblical languages.

Upper-division Greek or Hebrew	3-4
Upper-division biblical studies elective	3

Select six courses from the list below:

UBBL	420	The Dead Sea Scrolls and the Biblical World	3
UBBL	450	Ancient Near Eastern History	3
UBBL	451	Greco-Roman World	3
UBBL	460	Theology of the Old Testament**	3
UBBL	461	Theology of the New Testament**	3
UBBL	470	Religious Development of Israel	3
UBBL	471	History of Biblical Interpretation	3

\*\*Meets a General Studies Elective requirement.

### Certificate of Distinction in Philosophy 27 units

The Certificate of Distinction in Philosophy recognizes that a student has achieved a superior mastery of courses that provide a strong basis for graduate study in philosophy and in courses that demonstrate the student's ability to think carefully within a specialized area of philosophy.

To receive the Certificate of Distinction in Philosophy, a student must complete the following courses with a grade-point average of 3.5 or better:

PHIL	300	Ethics	3
PHIL	310	History of Ancient/Medieval Philosophy	3
PHIL	320	History of Modern Philosophy	3
PHIL	325	Contemporary Philosophy	3
PHIL	340	Concepts of Human Nature*/***	3
PHIL	380	Formal Logic	3
PHIL	440	Epistemology	3
PHIL	495	Seminar in Philosophy	3

Select one of the following:

PHIL	370	Comparative Religions	3
PHIL	410	Philosophy of Religion**	3
PHIL	430	Philosophy of Science	3

\*Meets a General Studies Core (or elective) requirement.

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

## Accelerated B.S. in Christian Leadership Degree Completion Program

### Introduction

The degree completion program with a major in Christian leadership is for the adult individual involved in church or parachurch ministry either as a pastor or a lay person. In this accelerated, 3-term program, the 39-semester-unit curriculum is concentrated into 61 weekly 4-hour class sessions.

A dual effort between the School of Theology and the School of Business and Management, this customized program coordinates the students' class and work demands and is for the adult student who is 25 years of age or older and may be working full time in some business field outside his/her ministry.

In addition, students complete a major project, applying leadership principles within a Christian organization. This project serves as a connection between study and experimental learning, focusing on leadership principles that are based on sound biblical, theological, and sociological principles.

Instruction is seminar-style with an emphasis on student participation. The integrated curriculum utilizes the student's work environment as a laboratory.

### Admission Requirements

To be admitted to the 61-class-session Christian leadership degree completion program, a student needs:

- A minimum of 60 transferable semester units from accredited colleges or universities.
- Official transcripts from all school attended (two copies).
- A 2.0 grade-point average or above in the transferred courses.
- A writing sample that demonstrates written communication skills.

When the above requirements have been met, students receive a letter of admission and a statement of estimated accepted credits.

This program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills.

For specific degree requirements and course descriptions, please see the Center for Adult and Professional Studies section of this catalog.

# Department of Biblical Studies

## Faculty

Chair and Professor: Kathryn J. S. Smith, Ph.D.

Professors: Bruce Baloian, Ph.D.; Keith Reeves, Ph.D.;  
Kenneth L. Waters, Ph.D.; William Yarchin, Ph.D.

Associate Professors: B. J. Oropeza, Ph.D.; Junia Pokrifka-Joe, Ph.D.

Assistant Professors: Robert Duke, Ph.D.; Robert Mullins, Ph.D.

## Biblical Studies Major

### Introduction

The biblical studies major combines a broad background in philosophy and Christian theology and ministries with a solid foundation in the Bible. Graduates are furnished with a biblical basis for Christian ministry and evangelism and prepared for future graduate study in the Bible and Christian theology.

### Career Opportunities

The biblical studies major provides students with tools for continued education either at a seminary or a university. Graduates have also assumed positions in churches and Christian organizations where knowledge and understanding of the Scriptures are essential.

## Requirements for the Biblical Studies Major 51-53 units

A minimum 2.5 cumulative GPA is required in all courses for the major.

### God's Word and the Christian Response General Studies requirements for all biblical studies majors:

UBBL	100	Exodus/Deuteronomy*	3
UBBL	230	Luke/Acts*	3
UBBL	3XX-4XX	Approved Additional GS Biblical Studies course*	3
CMIN	108	Christian Life, Faith, and Ministry*	3
THEO	303	Theology and the Christian Life*	3
Select one of the following:			
PHIL	220	Introduction to Philosophy*	3
HUM	224/324	Humanities Seminar IV: Great Ideas* (3 units on APU campus, 4 units on High Sierra campus.)	3, 4
Select one of the following:			
PHIL	496	Senior Seminar*	3
THEO	496	Senior Seminar*	3
XXX	496	Senior Seminar*	3

### Remaining major requirements:

CMIN	206	Introduction to Practical Theology	3
UBBL	3XX-4XX	Five upper-division BLNG/UBBL classes	15
UBBL	3XX-4XX	Biblical Studies Elective	3
THEO	363	Contemporary Christian Thought*	3
Select one of the following:			
THEO	352	Church History: Apostolic Era to 1517*	3
THEO	354	Church History from 1517 to the Present*	3
HUM	325	Humanities Seminar V: Christian Classics* (3 units on APU campus, 4 units on High Sierra campus.)	3, 4
Select one of the following:			
PHIL	310	History of Ancient and Medieval Philosophy	3
PHIL	320	History of Modern Philosophy	3
PHIL	325	Contemporary Philosophy	3

\*Meets a General Studies Core (or elective) requirement.

## Requirements for the Biblical Studies Minor 12 units

The minor consists of 12 upper-division units in biblical studies. May also include upper-division Greek or Hebrew.

## Requirements for the Greek Minor 12 units

The Greek minor consists of 12 upper-division units in Greek.

## Requirements for the Biblical Languages Minor 12 units

The Biblical Languages minor consists of 12 upper-division units in Greek, Hebrew, and/or other ancient languages offered.

## Course Descriptions

### Biblical Languages

#### BLNG 204 Elementary Greek I (4)

The elements of New Testament Greek, with emphasis on the mastery of the basic forms, syntax, and vocabulary, are covered in this two-part beginning course. *Meets the general studies requirement for University Skills and Requirements: two semesters of the same language required.*

#### BLNG 205 Elementary Greek II (4)

The elements of New Testament Greek, with emphasis on the mastery of the basic forms, syntax, and vocabulary, are covered in this two-part beginning course. *Meets the general studies requirement for University Skills and Requirements: two semesters of the same language required. Prerequisite: BLNG 204 or instructor's permission*

#### BLNG 214 Hebrew I (4)

The basic grammar and syntax of Hebrew are taught using a combination of the inductive and deductive methods. There are selected readings from Esther, the Joseph narrative, and other literary genres. The aim of the course is to provide a reading knowledge of biblical Hebrew prose and an acquaintance with basic conversational, modern Hebrew. *Meets the general studies requirement for University Skills and Requirements: two semesters of the same language required.*

#### BLNG 215 Hebrew II (4)

The basic grammar and syntax of Hebrew are taught using a combination of the inductive and deductive methods. There are selected readings from Esther, the Joseph narrative, and other literary genres. The aim of the course is to provide a reading knowledge of biblical Hebrew prose and an acquaintance with basic conversational, modern Hebrew. *Meets the general studies requirement for University Skills and Requirements: two semesters of the same language required. Prerequisite: BLNG 214 or instructor's permission*

#### BLNG 304 Intermediate Greek (3)

This course consists of continued study of the forms, syntax, and vocabulary of New Testament Greek with an introduction to exegesis of the Greek New Testament. *Prerequisite(s): BLNG 204 and BLNG 205, or the equivalent*

#### BLNG 314 Intermediate Hebrew (3)

This course consists of continued study of the morphology, syntax, and vocabulary of biblical Hebrew with opportunities for reading and exegesis of the Hebrew Bible. The course also furthers students' familiarity with basic conversational, modern Hebrew. *Prerequisite(s): BLNG 214 and BLNG 215, or the equivalent*

#### BLNG 404 Advanced Greek (3)

Students undertake reading and exegesis of various passages in the New Testament. *Prerequisite: BLNG 304 or the equivalent*

#### BLNG 414 Advanced Hebrew (3)

This course consists of continued reading and exegesis of the Hebrew Bible and furthers students' familiarity with modern Hebrew. *Prerequisites: BLNG 214, BLNG 215, and BLNG 314 or the equivalent*

#### BLNG 454 Greek Readings (1-4)

This course requires directed reading in the Greek New Testament. It is offered according to the needs of the student. It can be repeated for credit, thus providing fifth and sixth semesters of Greek. *Prerequisite: BLNG 404 or completion of two years of biblical Greek at another institution or instructor's permission*

## BIBLICAL STUDIES

### **BLNG 455 Hebrew Readings (1-4)**

This course requires directed reading in the Hebrew Old Testament. It is offered according to the needs of the student. It can be repeated for credit, thus providing third and fourth semesters of Hebrew. *Prerequisite:* BLNG 414 or completion of two years of biblical Hebrew at another institution or instructor's permission

### **BLNG 456 Ancient Languages (1-4)**

This course is offered according to the needs of the student. It provides opportunity to learn basic grammar and vocabulary in Arabic, Akkadian, Aramaic, Coptic, Latin, Ugaritic, or other ancient languages relevant to the study of biblical history and literature. May be repeated for advanced language study or learning an additional language. *Prerequisite(s): completion of elementary Greek and/or elementary Hebrew, or instructor's permission*

## **Biblical Studies**

### **UBBL 100 Introduction to Biblical Literature: Exodus/Deuteronomy (3)**

This course introduces Old Testament biblical literature, hermeneutics, and inductive methodology with a primary focus on the books of Exodus and Deuteronomy. Students learn to observe the overall structure of these books, their historical settings, and modern approaches to their literary analysis. Students learn to interpret individual texts within each book. Students study how Deuteronomy uses the material of Exodus to communicate God's Word to a new generation. *Meets the general studies core requirement in God's Word and the Christian Response.*

### **UBBL 230 Luke/Acts (3)**

This course introduces New Testament biblical literature, hermeneutics, and inductive methodology with a primary focus upon the Gospel of Luke and Acts of the Apostles. Special attention is given to the text with regard to its political, cultural, religious, and geographical setting, the literary genre, and the intended meaning of the text in its original cultural and literary context. *Meets the general studies core requirement in God's Word and the Christian Response. Prerequisite: UBBL 100 or instructor's permission*

### **UBBL 310 I and II Samuel (3)**

Students study the books of I and II Samuel, giving special attention to the text with regard to its politics, culture, religions, geographical setting, and literary genre. *Meets the general studies core requirement in God's Word and the Christian Response. Prerequisite(s): completion of UBBL 100- and 200-level general studies Bible requirements or instructor's permission*

### **UBBL 311 Hebrew Prophets I (3)**

This course offers a critical and exegetical study of the pre-exilic prophets, with special consideration given to the social, political, and religious conditions of their times. Attention is given to the ministry and message, both for their time and the present age. *Meets the general studies core requirement in God's Word and the Christian Response. Prerequisite(s): completion of 100- and 200-level general studies Bible requirements or instructor's permission*

### **UBBL 320 Hebrew Poetical and Wisdom Literature (3)**

Students undertake an advanced study of Hebrew poetry and wisdom literature. Attention is given to the development of the literature as well as an investigation of each book's composition. *Meets the general studies core requirement in God's Word and the Christian Response. Prerequisite(s): completion of 100- and 200-level general studies Bible requirements or instructor's permission*

### **UBBL 330 Life and Teachings of Jesus (3)**

The life, ministry, and teachings of Jesus Christ are the focus of this course. Special attention is given to the content of the synoptic gospels as well as the social, political, and religious conditions of the time. *Meets the general studies core requirement in God's Word and the Christian Response. Prerequisite(s): completion of 100- and 200-level general studies Bible requirements or instructor's permission*

### **UBBL 340 Romans and Galatians (3)**

This course provides an analytical, exegetical, and expositional study of the biblical text and organized consideration of the doctrines of sin, justification, sanctification, law, and grace. This course includes expository application of the believer's obligations to God, the government, and fellow human beings. *Meets the general studies core requirement in God's Word and the Christian Response. Prerequisite(s): completion of 100- and 200-level general studies Bible requirements or instructor's permission*

### **UBBL 341 Thessalonian and Corinthian Epistles (3)**

Paul's letters to the churches at Thessalonica and Corinth are studied, with attention given to the nature of Paul's ministry and the doctrinal and practical issues he addressed. *Meets the general studies core requirement in God's Word and the Christian Response. Prerequisite(s): completion of 100- and 200-level general studies Bible requirements or instructor's permission*

### **UBBL 343 The General Epistles (3)**

This course covers Hebrews, James, I and II Peter, and Jude as they relate to the theological and ethical content of Christianity. *Meets the general studies core requirement in God's Word and the Christian Response. Prerequisite(s): completion of 100- and 200-level general studies Bible requirements or instructor's permission*

### **UBBL 350 Geographical and Historical Setting of the Bible (3)**

This comprehensive course of study emphasizes the geography, history, and archaeology of important sites in biblical times, as well as introducing the post-biblical history of the land of Israel and the complex social issues facing the modern nation of Israel and its Mediterranean neighbors. This course may include a tour of the Bible lands. *Meets the general studies core requirement in God's Word and the Christian Response. Prerequisites: completion of 100- and 200-level general studies Bible requirements or instructor's permission*

### **UBBL 410 Hebrew Prophets II (3)**

This course offers a critical and exegetical study of the exilic and post-exilic prophets, with special consideration given to the social, political, and religious conditions of their times. Attention is given to their ministry and message, both for their time and the present age. *Meets the general studies elective requirement. Prerequisite: completion of a 300-level Old Testament course or instructor's permission*

### **UBBL 420 The Dead Sea Scrolls and the Biblical World (3)**

This course investigates the discovery of the Dead Sea Scrolls in the late 1940s and the subsequent events surrounding their acquisition and scholarly evaluation. The archaeological excavation of the Qumran site, the implication of the findings for the understanding of the community that populated it, and the texts associated with it are explored as well. The importance of the scrolls for the text, critical study of the Old Testament, and the history of Judaism at the time of Jesus are considered and various interpretations of the identity of the Qumran sectarians are evaluated. *Prerequisite: completion of a 300-level UBBL course or instructor's permission*

### **UBBL 430 Johannine Literature (3)**

Johannine theology, as found in the gospel and epistles of John, is the basis of this course. Special attention is given to John's concept of God, the logos, the Spirit, life, light, love, and knowledge. John's treatment of the Gnostic problem is studied. *Meets the general studies upper-division intensive writing requirement. Prerequisite: completion of a 300-level New Testament course or instructor's permission*

### **UBBL 442 Prison and Pastoral Epistles (3)**

This course is a study of Paul's theology as revealed in these two groups of letters. Special attention is given to Paul's Christology and ecclesiology and their practical relevance for the contemporary Church. *Prerequisite: completion of a 300-level New Testament course or instructor's permission*



## SCHOOL OF THEOLOGY

### **UBBL 450 Ancient Near Eastern History (3)**

Ancient Near Eastern world's history and culture are studied. This course includes events from the rise of the Sumerians to the division of Alexander's empire. Special attention is directed to the Sumerians, Hittites, Egyptians, Assyrians, Phoenicians, and Hebrews and their contributions to present day culture. *Meets the general studies upper-division intensive writing requirement. Prerequisite: completion of a 300-level Old Testament course or instructor's permission*

### **UBBL 451 Greco-Roman World (3)**

The Greco-Roman world, from the time of Alexander the Great to Marcus Aurelius, is covered. Attention is given to historical geography, politics, society, religious movements, and intellectual currents through the study of primary texts as well as secondary studies. *Prerequisite: HIST 120, UBBL 230, a 300-level UBBL course, or instructor's permission*

### **UBBL 460 Theology of the Old Testament (3)**

The basic theology of the Old Testament, including the subjects of God, revelation, humanity, redemption, and the Messiah, is covered in this course. *Meets the general studies core requirement in God's Word and the Christian Response. Prerequisites: UBBL 100, and a 300-level Old Testament course or instructor's permission*

### **UBBL 461 Theology of the New Testament (3)**

This course is a study of the theology of the New Testament in its own historical setting, categories, and thought forms and on its own terms. The course describes what the New Testament's major authors (Matthew, Mark, Luke, John, and Paul) said about God, Jesus Christ, the Holy Spirit, the Church, the last times, etc. Special attention is given to methodology and the inductive investigation by the student of theological themes. *Meets the general studies core requirement in God's Word and the Christian Response. Prerequisite: completion of a 300-level New Testament course or instructor's permission*

### **UBBL 470 The Religious Development of Israel (3)**

Students undertake a critical analysis of the development of Israel's religious consciousness. Attention is given to the sociocultural background of Israel. *Prerequisites: UBBL 100 and UBBL 310 or instructor's permission*

### **UBBL 471 History of Biblical Interpretation (3)**

This is an upper-division humanities course that introduces the student to the rich history of the interpretation of biblical writings. The focus rests on the ways in which the various faith communities, Jewish as well as Christian, received the writings, rendered them comprehensible and relevant to contemporary concerns, and passed them on to subsequent generations. The chronological range covered by this course begins during the biblical period itself and extends to the present day. *Prerequisite: completion of a 300-level Old Testament or New Testament course or instructor's permission*

### **UBBL 472 Biblical Apocalyptic (3)**

Students learn about the rise and development of the apocalyptic literature during the Old Testament, intertestamental, and New Testament periods. Special attention is given to Daniel, Mark 13, Thessalonians, and Revelation. *Prerequisite: completion of a 300-level New Testament course or instructor's permission*

### **UBBL 476 Women in the Biblical Tradition (3)**

This course introduces the student to how women are depicted in biblical tradition. It includes careful reading of narratives about women in the bible, both Old and New Testaments, as well as the reception of those narratives and the expansion on those narratives in early church tradition. Furthermore, the student explores the way contemporary readers/hearers encounter these texts in light of their own cultural location. *Meets the general studies upper-division intensive writing requirement. Prerequisite(s): Completion of 100-, 200-, and 300-level general studies UBBL requirements or instructor's permission*

### **UBBL 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and an approved professor. May be repeated for credit. *An independent study fee is assessed for each enrollment in this class.*

### **UBBL 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no less than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

# Department of Theology and Philosophy

## Faculty

Chair and Professor: John Culp, Ph.D.

Professors: Craig Boyd, Ph.D.; Heather Ann Clements, Ph.D.; Craig Keen, Ph.D.; Dennis Okholm, Ph.D.; Steve Wilkens, Ph.D.

Associate Professors: Teri Merrick, Ph.D.; David Williams, Ph.D.; David Woodruff, Ph.D.

Assistant Professor: Jacquelyn Winston, Ph.D.

## Department Mission Statement

The Department of Theology and Philosophy exists to help undergraduate students become complete people who reason and think reflectively about responses to the world. The department seeks to equip and encourage undergraduate students to become effective and faithful as scholars and servants by bringing them into fruitful engagement with a broad range of theological and philosophical resources and developing in them suitable analytical, reflective, and expressive skills.

## Theology

### Mission

The theology program exists to equip and encourage undergraduate students to become effective and faithful theologians, well prepared for further theological education as well as for service to the Church, by developing in them suitable analytical, reflective, and expressive skills and bringing them into fruitful engagement with a broad range of theological resources as they learn to apply Christian theology to contemporary issues.

### Theology Program Goals

1. Through the General Studies courses, the theology program seeks to prepare all undergraduate students to demonstrate an understanding of the essential components of theological reflection and an ability to give thoughtful consideration to current and historical issues in the light of the Church's Scriptures and traditions. Graduates should be able to articulate a Christian worldview of truth and life and apply biblically-based ethical reasoning skills to problems.
2. The theology program will cultivate collegial scholarship for faithful engagement with students, the Church, and the academy.
3. The theology program will continue to develop and refine mechanisms that will bring theology majors into fruitful first-hand engagement with contemporary theological work as it is carried out in the academy. This may develop through projects of their own or through collaborative efforts with faculty. Graduates should demonstrate a practice of continual intellectual growth through personal scholarship and development.
4. The theology program will continue to develop and refine methods of teaching and mentoring that will further students' theological contribution to the church and to society. Graduates should practice a respect for the worth of all persons, with appreciation of individual and cultural differences, demonstrating truth-telling and grace in their relationships, and should be able to articulate the importance of extending genuine community to all peoples locally, regionally, nationally, and globally.

5. The theology program will encourage and cultivate students' growth in the ability to think critically about the historical, doctrinal, biblical and practical aspects of the Christian faith, including appreciation, understanding, and valuing the Church. Students will grow into a greater awareness of the personal and social relevance and spiritual richness that informed, disciplined theological reflection can bring to their Christian existence and their own impact upon the world in which they live.

## Introduction

The theology that guides the programs of this department is a reasoned response to God's self-disclosure in Jesus Christ. This theology is a careful articulation of the mystery, grace, and hope of that story, which takes place among the people of Jesus, the Church. The theology major serves students who wish to give themselves to this particular way of truth and life. It aids in preparing the student for graduate work in related disciplines and for Christian service in the Church and the world.

## Career Opportunities

The theology major is offered as an avenue of sustained and thoughtful devotion to the God of the gospel. At the same time it provides students with the discipline and practices that are requisite for graduate study or other service in the church and the world.

## Requirements for the Theology Major

**51-52 units**

A minimum 2.5 GPA (cumulative) required in all major courses

The theology major may be earned by completing all of the following courses:

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

CMIN	108	Christian Life, Faith, and Ministry*	3
UBBL	100	Exodus/Deuteronomy*	3
UBBL	230	Luke/Acts*	3
UBBL	3XX	Additional General Studies Approved Bible Class*	3
THEO	352	Church History: Apostolic Era to 1517*	3
THEO	496	Senior Seminar: Theology and Social Issues*	3

### Additional requirements:

CMIN	206	Introduction to Practical Theology	3
THEO	354	Church History: 1517 to Present*	3
THEO	363	Contemporary Christian Thought*	3
THEO	3/4XX	Upper-Division Theology course	3
THEO	3/4XX	Upper-Division Theology course	3
THEO	3/4XX	Upper-Division Theology course	3
THEO	410	Systematic Theology I	3
THEO	411	Systematic Theology II	3
UBBL	3/4XX	Biblical Studies Elective	3

Select one of the following:

PHIL	220	Introduction to Philosophy*	3
HUM	224	Humanities Seminar* (3 units on APU campus, 4 units on High Sierra campus.)	3, 4

Select one of the following:

PHIL	310	History of Ancient and Medieval Philosophy	3
PHIL	320	History of Modern Philosophy	3
PHIL	325	Contemporary Philosophy	3

\*Meets a General Studies Core (or elective) requirement.

## Requirements for the Theology Minor 12 units

The minor consists of 12 upper-division units in approved theology courses. Please see the department office for the approved course list.

### Philosophy

#### Mission

The philosophy program exists to help undergraduate students become complete people who reason and think reflectively about responses to the world, liberated from inadequate concepts and actions. The program also equips its majors to become effective and faithful philosophers, well prepared for further philosophical education as well as for a range of professional careers, by exposing them to the history and methods of philosophy, inspiring them to see philosophy as a tool for the discipleship of the mind, motivating them to explore philosophy further, and training them in advanced philosophical topics and analytical, reflective, and expressive skills.

#### Philosophy Program Goals

1. The philosophy program will continue to make “discipleship of the mind” a distinctive focus of attention by bringing philosophy majors into fruitful first-hand engagement with contemporary philosophical work as it is carried out in the academy. This may develop through projects of their own or through collaborative efforts with faculty. Graduates should demonstrate a practice of continual intellectual growth through personal scholarship and development.
2. The philosophy program aims to prepare majors to continue on to graduate school. Graduates should be able to demonstrate an example of leadership in their selected areas of service.
3. The philosophy program will further students’ philosophical contribution to the Church and society. Graduates should be able to apply critical thinking to the analysis and solutions of societal problems in a manner consistent with a Christian worldview.
4. The philosophy program will equip students to demonstrate increased ability to understand, construct, and reflect critically on philosophical arguments, calling upon the best of the philosophical tradition and their own analytical and expressive skills towards application of such reflection to current social or moral issues.
5. The philosophy program will equip students to demonstrate increased confidence in the compatibility of sincere Christian faith and robust philosophical reflection, growing into a greater awareness of the intellectual depth, strength, and coherence that is possible for construction of a comprehensive Christian worldview.

#### Introduction

Philosophy and religion are closely allied in the history of civilization. The philosophy major offers the student historical perspectives on philosophical concepts, principles for careful thought, and study of specific topics. The student is prepared for graduate study in philosophy or a number of related fields, and for careful reflection on the needs of current societies.

#### Career Opportunities

Traditionally, graduates have pursued further study in fields such as philosophy, religion, law, education, and business. When combined with coursework and experience in areas such as business, political science, or education, graduates with the philosophy major may assume positions of leadership in corporations, government, and education.

## God’s Word and the Christian Response Requirements (Philosophy majors) 18 units

CMIN	108	Christian Life, Faith, and Ministry*	3
THEO	303	Theology and the Christian Life*	3
UBBL	100	Exodus/Deuteronomy*	3
UBBL	230	Luke/Acts*	3
UBBL	3xx	Any UBBL General Studies Bible course*	3
Select one of the following:			
PHIL	496	Senior Seminar*	3
THEO	496	Senior Seminar*	3

## Requirements for the Philosophy Major 27-28 units

Minimum 2.5 grade-point average (cumulative) required in all major courses.

The philosophy major requires the following courses:

Select one of the following:			
PHIL	220	Introduction to Philosophy*	3
HUM	224	Humanities Seminar: Great Ideas* (3 units on APU campus, 4 units on High Sierra campus.)	3, 4
Select 8 courses from the following (24 units):			
HUM	324	Humanities Seminar: Great Ideas* (3 units on APU campus, 4 units on High Sierra campus.)	3, 4
PHIL	300	Ethics	3
PHIL	310	History of Ancient/Medieval Philosophy	3
PHIL	320	History of Modern Philosophy	3
PHIL	325	Contemporary Philosophy	3
PHIL	330	Critical Thinking and Informal Logic	3
PHIL	340	Concepts of Human Nature*/***	3
PHIL	370	Comparative Religion	3
PHIL	380	Formal Logic	3
PHIL	410	Philosophy of Religion	3
PHIL	430	Philosophy of Science**	3
PHIL	440	Epistemology	3
PHIL	495	Seminar in Philosophy	3
PHIL	496	Senior Seminar*	3
PHIL	497	Readings	1-4
PHIL	498	Directed Research	1-4
POLI	360	Classical Political Thought	3
POLI	363	Modern Political Thought**	3

\*Meets a General Studies Core (or elective) requirement.

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

## Philosophy Minor 12 units

The philosophy minor consists of 12 upper-division units in approved philosophy courses. Please see the department office for the approved course list.

## Course Descriptions

### Theology

#### **THEO 303 Theology and the Christian Life (3)**

The course provides an introduction to the doctrines of the Christian church, focusing on the Christian life and its relationship to theology. The course approaches theology from an inductive method in the Wesleyan tradition, helping the student learn to think theologically from the Scriptures, orthodox ecumenical tradition, experience, and reason. *Meets the general studies core requirement in God's Word and the Christian Response (Doctrine). Prerequisite(s): three units of biblical studies, CMIN 108, PHIL 210 or PHIL 220, or instructor's permission*

#### **THEO 352 Church History: Apostolic Era to 1517 (3)**

This course provides a study of the major developments in the history of Christianity from the early Church to the eve of the Reformation. Emphasis is placed on the growth of Christian doctrine. *Meets the general studies core requirement in God's Word and the Christian Response (Doctrine). Prerequisites: 3 UBBL units, CMIN 108; or instructor's permission*

#### **THEO 354 Church History from 1517 to Present (3)**

This course provides a study of the major developments in the history of Christianity from the Reformation to the present. Emphasis is placed on the development of the Christian Church in the West and recent developments in the two-thirds world. *Meets the general studies core requirement in God's Word and the Christian Response (Doctrine). Prerequisites: 3 UBBL units, CMIN 108; or instructor's permission*

#### **THEO 363 Contemporary Christian Thought (3)**

Recent Christian thinking concerning the important issues facing the Church in the modern world are explored. Emphasis is placed on the 20<sup>th</sup> century and today's Western, post-Christian culture. *Meets the general studies core requirement in God's Word and the Christian Response (Doctrine). Prerequisites: CMIN 108, PHIL 220, UBBL 100, and UBBL 230 (or equivalent)*

#### **THEO 364 Theology and Popular Culture (3)**

This course is a study of contemporary popular culture in the Western world as it interacts with theological and biblical themes. The course teaches students how to understand and evaluate the major facets of popular cultural influence on society in light of biblical precepts. Special emphasis is given to popular culture as reflected in film, music, heroes, and icons in media. *NOTE: This course applies to the theology minor only. It may not be used for the theology major. Prerequisite: UBBL 230 or its equivalent*

#### **THEO 410 Systematic Theology I (3)**

This is the first in a two-course sequence introducing theological thinking in relation to the great teachings of the Church, and inquiring into the meaning and implications of the doctrines of holiness, revelation, the Trinity, creation, the person and work of Jesus Christ, the person and work of the Holy Spirit, the Church, the sacraments, and eschatology. These courses focus on the witness of Scripture, the historic testimony of the Church, classical and contemporary modes of thought, and the meaning of theological thinking for the life of the student and the Church. *Prerequisites: CMIN 108, PHIL 310, PHIL 320 or PHIL 325, one upper-division UBBL class (prefer UBBL 471), THEO 352 or THEO 354, THEO 363; or instructor's permission*

#### **THEO 411 Systematic Theology II (3)**

The second in a two-course sequence introducing theological thinking in relation to the great teachings of the church, and inquiring into the meaning and implications of the doctrines of holiness, revelation, the Trinity, creation, the person and work of Jesus Christ, the person and work of the Holy Spirit, the Church, the sacraments, and eschatology. These courses focus on the witness of Scripture, the historic testimony of the Church, classical and contemporary modes of thought, and the meaning of theological thinking for the life of the student and the Church. *Prerequisite: THEO 410*

#### **THEO 420 Christian Apologetics (3)**

Apologetics is the reasoned and faithful response by the Christian church to problems and criticisms of the faith. This course surveys several of the major problems and criticisms of the Christian church: its history, life, and faith. It also reviews the intellectual and faithful responses that Christian scholars have provided to them. *Meets requirement for general studies upper-division writing course. Prerequisites: junior or senior standing; UBBL 100; UBBL 230; and PHIL 220 (or equivalent)*

#### **THEO 422 Individual and Society (3)**

Awareness of today's cultural and social condition and responsibilities are studied in connection with biblical teachings and insights projected by psychological and social scientists. Key emphasis is placed on the theological understanding of human nature, particularly on individuals' roles as religious beings. Fulfills a requirement for the psychology and ministry concentration within the psychology major as well as an upper-division theology requirement within the theology major. *Prerequisites: CMIN 108, PHIL 210 or PHIL 220, THEO 303 (or equivalent); or instructor's permission*

#### **THEO 423 Seminar in Church History (3)**

Students explore selected epochs, movements, or issues in the history of the Church. *Prerequisites: CMIN 108, PHIL 220, and THEO 353 or equivalent, or instructor's permission (Repeatable for credit.)*

#### **THEO 440 Christian Ethics from a Wesleyan Perspective (3)**

Students explore aspects of John Wesley, including his thought regarding personal and social ethics. Wesley's concern for purity of heart (sanctification), love for one's neighbor, the use of money, responsibility toward the poor and disenfranchised, and other social issues are emphasized. Wesley's views are critiqued from a biblical perspective, and applications for today discussed. Wesley's approach to Christian ethics is compared with other classic approaches. *Prerequisites: PHIL 210 or PHIL 220, THEO 303 or THEO 310*

#### **THEO 453 Denominational History, Policy, and Doctrines (1-3)**

Students explore the history, development of leadership, teachings, and organizational dynamics of one of the following denominations: the Friends, the Church of God, the Free Methodists, the Wesleyan Church, or the Worldwide Church of God.

#### **THEO 480 Theologies of Liberation (3)**

This course explores the rise of the theological movements of social/political/economic liberation. It invites students to consider the ways theology has been practiced recently among those outside the European mainstream, particularly among the oppressed and marginalized. It considers their critiques of, and novel contributions to, traditional Christian theology. Among the many liberation theologies from which this course draws are those that have emerged among and speak to the Latin American poor, African Americans, women, and other marginalized groups throughout the world. Whenever possible the course includes an experiential learning component in which students visit and dialogue with individuals, families, and intentional communities (i.e., communities that gather intentionally to promote practices consonant with the kinds of liberation explored in this course) currently involved in liberationist approaches to theology and social change.

#### **THEO 495 Topics in Systematic Theology (3)**

Current topics of importance and interest to students of systematic theology are studied. The course has a seminar format. It may be taken more than once as topics change. *Prerequisite: religion major or minor, THEO 303 or THEO 310, or instructor's permission*

#### **THEO 496 Senior Seminar: Theology and Social Issues (3)**

This senior seminar is designed for those who wish to further their understanding of an important issue facing Christians today. The course consists of a seminar format, including a major paper and oral presentation. Students combine Christian theology, biblical studies, and ethics to examine various ways in which the Christian faith can be lived out today. *Meets the general studies senior seminar requirement. Prerequisites: three units of 300-level theology; CMIN 108, PHIL 210 or PHIL 220; UBBL 100; UBBL 230 (or equivalent); and upper-division writing intensive course*

## SCHOOL OF THEOLOGY

### **THEO 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. May be repeated for credit. *An independent study fee is assessed for each enrollment in this class.*

### **THEO 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

*There are other approved courses for theology majors. Please see the department office for the approved courses list.*

## **Philosophy**

### **PHIL 210 Philosophical Foundations of Western Thought (3)**

Students explore the intellectual background of Western tradition. Special emphasis is placed on the influence of philosophical concepts on the development of religious, political, economic, and social structures in Western culture. *Meets the general studies core requirement in Heritage and Institutions.*

### **PHIL 220 Introduction to Philosophy (3)**

This course helps students understand the world better by studying significant interpretations of self, the world, and God that have been offered by thinkers, past and present – the major concerns of philosophy. *Meets the general studies core requirement in Heritage and Institutions (Philosophy).*

### **PHIL 300 Ethics (3)**

The basic principles of ethical conduct are examined, as applied to personal and social problems. The chief theories of the “good life” are investigated, with special attention given to the principles underlying a consistent ethical outlook on life.

### **PHIL 310 History of Ancient and Medieval Philosophy (3)**

Students explore the development of philosophy from its early beginnings in Greece to Thomas Aquinas and William of Occam at the close of the Middle Ages. Special attention is given to the Socratic, Platonic, and Aristotelian contributions to the field. *Prerequisite: PHIL 220 or instructor's permission*

### **PHIL 320 History of Modern Philosophy (3)**

This course covers the development of philosophy from the Renaissance through the Enlightenment to the start of the 20<sup>th</sup> century. *Prerequisite(s): PHIL 220 or instructor's permission*

### **PHIL 325 Contemporary Philosophy (3)**

This course offers a study of philosophical movements and thinkers since the 19<sup>th</sup> century. Movements such as idealism, naturalism, analytic philosophy, continental philosophy, postmodern philosophy, and feminism, and major thinkers such as Hegel, Mill, Marx, Nietzsche, Heidegger, Wittgenstein, Derrida, Levinas, and Rorty are examined.

### **PHIL 330 Critical Thinking and Informal Logic (3)**

Students study the principles of logic with some attention to semantics and the philosophy of language. They are encouraged to use logic as an aid in evaluating arguments offered in books and periodicals and to test the validity and clarity of their own reasoning.

### **PHIL 340 Concepts of Human Nature (3)**

This course explores the significant questions concerning human nature. Special emphasis is placed on philosophical, psychological, and sociological theories of the uniqueness of human activity. *Meets the general studies upper-division intensive writing requirement and the core requirement in Identity and Relationships.*

### **PHIL 370 Comparative Religions (3)**

This course embraces a study of the great religious systems of the world, including the worship of the most primitive groups, as well as the religions of ancient Egypt, Greece, Mesopotamia, and Rome. It reviews the various religions of the present world, including Buddhism, Confucianism, Hinduism, Islam, Judaism, Shintoism, Taoism, and Christianity.

### **PHIL 380 Formal Logic (3)**

This course defines logic as the skill of assessing arguments. The course assists students to recognize arguments in both academic and nonacademic forms, increasing confidence in their ability to form a structure of techniques and values to be used as a basis for critiquing others' arguments and creating their own.

### **PHIL 410 Philosophy of Religion (3)**

Religious experience is studied from the standpoint of philosophy. An examination is made of the contributions of philosophy to religion and religion to philosophy.

### **PHIL 430 Philosophy of Science (3)**

The course explores the nature of scientific method and knowledge and the character of scientific explanations. Ways in which ethics and religion interrelate with the sciences are also covered. *Meets the general studies elective requirement. Prerequisite: one lab science and PHIL 210 or PHIL 220*

### **PHIL 440 Epistemology (3)**

This course exposes advancing philosophy students to the major problems in the theory of knowledge. While some historical background is covered, the principle focus is on the contours of the contemporary debates about such issues as skepticism, epistemic justification, foundationalism, coherentism, internalism, and externalism. Some application is made specifically to the epistemology of religious belief. *Prerequisite: PHIL 220 or instructor's permission*

### **PHIL 495 Seminar in Philosophy (3)**

Students are assisted in relating philosophical insights to current moral, political, religious, and social issues. Each seminar offers an area of emphasis for study, such as values or the future.

### **PHIL 496 Senior Seminar: Social Ethics (3)**

This course considers ethical issues in the modern world from a Christian perspective. Included is an examination of options in ethical theory, biblical ethics, and professional responsibility. *Meets the general studies senior seminar requirement. Prerequisites: senior standing; completion of the majority of the units required for God's Word and the Christian Response; completion of the majority of coursework in the major; and upper-division writing intensive course*

### **PHIL 496 Senior Seminar: Professional Ethics (3)**

This course offers the student philosophical and theological resources to assist in carrying out ethical reflection about the role of professions and the actions of professionals in society. *Meets the general studies senior seminar requirement. Prerequisites: senior standing; completion of the majority of the units required for God's Word and the Christian Response; completion of the majority of coursework in the major; and upper-division writing intensive course*

### **PHIL 496 Senior Seminar: Worldviews (3)**

This senior-level course prepares the student to understand and express a Christian perspective in the contemporary world. *Meets the general studies senior seminar requirement. Prerequisites: senior standing; completion of the majority of the units required for God's Word and the Christian Response; completion of the majority of coursework in the major; and upper-division writing intensive course*

### **PHIL 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. May be repeated for credit. *An independent study fee is assessed for each enrollment in this class.*

### **PHIL 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no less than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. Prerequisite: junior or senior standing*

*There are other approved courses for philosophy majors. Please see the department office for the approved course list.*

# Department of Practical Theology

## Faculty

Chair and Professor: Richard Pritchard, D.Min.

Professor: Paul Shrier, Ph.D.

Assistant Professors: Cheryl Crawford, M.Div., M.S.Ed.;

Matthew Elofson, Ph.D.

Instructor: Mark Sanford, M.Div.

The Department of Practical Theology offers two majors: Christian Ministries and Youth Ministry.

## Practical Theology Covenant

When students declare one of the majors in the Department of Practical Theology, they commit to participate in a community narrative that begins with the signing of a Community Covenant based on the biblical model of faithfulness and mercy. The covenant includes a commitment to integrity, appropriate conduct, local church ministry, academic and university requirements, a submission of references, and participation in required department activities. The Covenant must be submitted to the Department of Practical Theology when the major is declared. (This is a new requirement as of fall 2008).

## Christian Ministries Major

### Introduction

The Christian ministries major provides the student with a broad perspective in the field of religion and academic preparation involving both theory and professional training. Graduates are prepared for more specialized graduate study and given the conceptual and technical resources for the effective service in Christian ministry. Courses are available in Christian education, missions, pastoral work, urban ministry, and practical theology.

### Career Opportunities

Graduates with a Christian ministries major assume positions in local churches as pastors, directors of Christian education, and youth pastors, in Christian schools as teachers and administrators, and in parachurch organizations as leaders and staff members in the United States and other countries.

## Requirements for the Christian Ministries Major 51-52 units

### God's Word and the Christian Response General Studies requirements for all Christian Ministries majors:

UBBL	100	Exodus/Deuteronomy*	3
UBBL	230	Luke/Acts*	3
UBBL	3XX-4XX	Approved Additional GS Biblical Studies course*	3
CMIN	108	Christian Life, Faith, and Ministry*	3
THEO	303	Theology and the Christian Life*	3
Select one of the following:			
PHIL	220	Introduction to Philosophy*	3
HUM	224/324	Humanities Seminar IV: Great Ideas* (3 units on the APU campus, 4 units on the High Sierra campus)	3, 4
Select one of the following:			
PHIL	496	Senior Seminar*	3
THEO	496	Senior Seminar*	3

\*Meets a General Studies Core (or elective) requirement.

## Core Requirements

21 units

The core requirements of the Christian ministries major provide students with a foundation for effective ministry. **Testing and evaluation, including psychological evaluation by authorized faculty, are requirements of the major as part of the CMIN coursework and include directional feedback.** Successful completion of the major requires compliance with university GPA standards.

CMIN	206	Introduction to Practical Theology	3
CMIN	316	Art of Leadership***	3
CMIN	401	Christian Ministries Internship I^	3
CMIN	402	Christian Ministries Internship II^	3
Upper-Division Biblical Studies Elective			3

Select one of the following:

THEO	352	Church History: Apostolic Era to 1517*	3
THEO	354	Church History from 1517 to Present*	3

Select one of the following:

PHIL	310	History of Ancient and Medieval Philosophy	3
PHIL	320	History of Modern Philosophy	3
PHIL	325	Contemporary Philosophy	3

\*Meets a General Studies Core (or elective) requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

^If double majoring with theology or biblical studies, please see the department chair.

## Concentration

9 units

Beyond core requirements, students complete the major requirements by choosing a concentration. Based on a student's primary interests, the choice of a concentration enables the student to begin to prepare for post-baccalaureate work in related ministry fields and affords the student the opportunity to work in ministry settings which accentuate his/her strengths, abilities and passions. The Department of Practical Theology currently offers two concentrations to assist students in preparing for careers in Christian ministries. One concentration must be chosen from:

### Pastoral Ministry

9 units

CMIN	318	Theology and Practice of Ministry	3
CMIN	456	Ministry Organization and Administration	3

Select one of the following^:

CMIN	326	Effective Teaching in Christian Education	3
CMIN	356	Developing Disciples	3
CMIN	406	History and Philosophy of Christian Education	3
CMIN	408	Principles of Preaching^^	3
CMIN	416	Communicating the Gospel	3
CMIN	428	Church and Society	3
CMIN	446	Children's Educational Ministries	3
CMIN	466	Adult Development and Spiritual Formation	3

^Please see the department for additional class options.

^^Must take UBBL 343 as a corequisite class.

### Intercultural Ministry

9 units

CMIN 110 and CMIN 110P (Introduction to Intercultural Christian Ministry and its Practicum) are prerequisites for the Intercultural Ministry Concentration.

CMIN	405	Christian Mission in the 21 <sup>st</sup> Century	3
GLBL	301	Anthropology of Everyday Life**/**	3

Select one of the following^:

CMIN	346	Ministry to the City	3
CMIN	356	Developing Disciples	3
CMIN	416	Communicating the Gospel	3
CMIN	418	Pastoral Ministry	3
CMIN	428	Church and Society	3
CMIN	486	Urban Ministry Practicum	3
CMIN	487	Exegeting the City	3
GLBL/COMM	310	Intercultural Communication**	3
GLBL	315	Urban Explorations	3
GMIN	529	City in Theological Perspective	3
PHIL	370	Comparative Religions	3

\*\*Meets a General Studies Elective requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

^Please see the department for additional class options.

## SCHOOL OF THEOLOGY

### Requirements for the Christian Ministries Minor 12 units

The Christian ministries minor consists of 12 upper-division units in approved Christian ministries courses. Please see the department office for the approved course list.

### Youth Ministry Major

#### Introduction and Career Opportunities

The Department of Practical Theology undergraduate youth ministry major is designed for the training, equipping and educating of students to effectively reach and minister to adolescents in a global context. This major is built on the premise that effective youth work requires the youth worker to become a student of *God's Word*; a student of *Culture*; and a student of *Adolescence*. This premise is reflected in a curriculum which includes a 39-unit core of youth ministry coursework and 15 units in a cross-disciplinary concentration which intersects youth ministry, in addition to the traditional liberal arts curriculum required for an accredited bachelor's degree. Upon completion of this Bachelor of Arts in Youth Ministry, students will be equipped to step into youth ministries in various contexts and prepare for graduate studies.

### Requirements for the Youth Ministry major 54 units

Successful completion of the major requires a 2.70 cumulative GPA, plus a 2.70 GPA in youth ministry major core courses. At any point a student fails to meet this criteria, that student will not be allowed to enroll in further upper-division youth ministry courses until the requirements are met.

#### God's Word and the Christian Response General Studies requirements for all Youth Ministry majors:

UBBL	100	Exodus/Deuteronomy*	3
UBBL	230	Luke/Acts*	3
UBBL	3XX-4XX	Approved Additional GS Biblical Studies course*	3
CMIN	108	Christian Life, Faith, and Ministry*	3
THEO	303	Theology and the Christian Life*	3
Select one of the following:			
PHIL	220	Introduction to Philosophy*	3
HUM	224/324	Humanities Seminar IV: Great Ideas* (3 units on the APU campus, 4 units on the High Sierra campus)	3, 4

\*Meets a General Studies Core (or elective) requirement.

### Core Requirements 39 units

The core requirements of the youth ministry major provide students with a foundation for effective ministry to adolescents.

CMIN	206	Introduction to Practical Theology	3
CMIN	316	Art of Leadership***	3
CMIN	401	Christian Ministries Internship I	3
CMIN	402	Christian Ministries Internship II	3
YMIN	106	Introduction to Youth Ministry	3
YMIN	200	Philosophy and Theology of Youth Ministry	3
YMIN	201	Adolescent Development and Family Ministry	3
YMIN	300	Adolescent Culture and Evangelism	3
YMIN	326	Studying and Teaching the Bible	3
YMIN	400	Christian Values and Human Sexuality	3
Upper-Division Biblical Studies (UBBL) Elective			3

Select one of the following:			
THEO	352	Church History: Apostolic Era to 1517*	3
THEO	354	Church History from 1517 to Present*	3

Select one of the following:			
PHIL	310	History of Ancient and Medieval Philosophy	3
PHIL	320	History of Modern Philosophy	3
PHIL	325	Contemporary Philosophy	3

\*Meets a General Studies Core (or elective) requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

^If double majoring with theology or biblical studies, please see the department chair.

### Concentration Requirements 15-19 units

Beyond core requirements, students complete the major requirements by choosing a concentration. Based on a student's primary interest, the choice of a concentration enables the student to begin to prepare for post-baccalaureate work in related ministry fields and affords the student the opportunity to work in youth ministry settings which accentuate his/her strengths, abilities and passions. The Department of Practical Theology currently offers two concentrations to assist students in preparing for careers in youth ministry. Choose a concentration from:

#### Church Ministry 15 units

THEO	496	Senior Seminar	3
Choose four of the following:			
CMIN	318	Theology and Practice of Ministry	3
CMIN	356	Developing Disciples	3
CMIN	456	Ministry Organization and Administration	3
YMIN	403	Adolescent Issues and Intervention	3
YMIN	495	Topics in Youth Ministry	3

#### Ministry in Non-Traditional Faith-Based Contexts 15 units

SOCW	250	Introduction to Social Work	3
SOCW	351	Child Welfare***	3
YMIN	403	Adolescent Issues and Intervention	3
Select one of the following:			
SOCW	410	Family Violence	3
SOCW	415	Addictions: Assessment and Intervention	3
YMIN	495	Topics in Youth Ministry	3

Select one of the following:			
SOCW	496	Senior Seminar: Ethics in the Helping Professions*	3
THEO	496	Senior Seminar: Theology and Social Issues*	3

#### Sports Ministry^ 19 units

PE	496	Senior Seminar	3
Choose four of the following:			
PE	321	Organization and Administration of Physical Education, Athletics, and Recreation	3
PE	366	Care and Prevention of Athletic Injuries	3
YMIN	305	Integration of Faith and Sports	3
YMIN	310	Evangelism and Discipleship in Sports Ministry	3
YMIN	495	Topics in Youth Ministry	3

Choose one of the following:			
BIOL	115	Anatomy and Physiology	4
BIOL	250	Human Anatomy	4

\*Meets a General Studies Core (or elective) requirement.

\*\*\*Meets the Upper-Division Writing Intensive requirement.

^Special note: Students in the sports ministry concentration are also required to take BIOL 101 to fulfill the General Studies Nature Core requirement.

### Requirements for the Youth Ministry Minor 12 units

The youth ministry minor consists of 12 upper-division units in approved youth ministry and Christian ministries courses. Please see the department office for the approved course list.

## Course Descriptions

### Christian Ministries

#### CMIN 105 Introduction to Global Vision (1)

Students are exposed to opportunities for Christian service abroad while gaining an overview of the present progress of the Great Commission. Does not count toward the Christian ministries major.

#### CMIN 108 Christian Life, Faith, and Ministry (3)

The theological, educational, and social bases for ministry and service are examined. An analysis of the church's responsibility and methods for carrying out the ministry mandate of Jesus is emphasized. Field experience is required. *Meets the general studies core requirement in God's Word and the Christian Response (Ministry).*

#### CMIN 110 Introduction to Intercultural Christian Ministries (3)

Students are exposed to intercultural Christian service opportunities while gaining an overview of the present progress of the Great Commission. Requires participation in spring or summer short-term mission experience through the Institute of Outreach Ministries or an APU sponsoring office with final grade 'In Progress' until deadline for service requirement reflection is reached. *This course serves as a prerequisite for the Intercultural Christian Ministries Concentration. Students must complete all course requirements by the first day of the fall semester.*

#### CMIN 206 Introduction to Practical Theology (3)

Students are introduced to practical theology methods for integrating Christian faith with the attitudes and activities of contemporary society. This course examines contemporary practices in various aspects of life, teaching students how to develop uniquely Christian positions and actions using the practice-theory-practice methods of practical theology. Special emphasis is placed on training students to use this method in preaching, Bible studies, small groups, and other forums where they may teach Christians to integrate their faith and daily lives. *Prerequisite: CMIN 108*

#### CMIN 316 The Art of Leadership (3)

This course helps the ministry and church leader define leadership using theological, historical, biblical, and contemporary research. The course addresses the process of identifying and cultivating leadership styles within one's self and the people whom one serves. *Meets the general studies upper-division writing intensive requirement. Prerequisite: CMIN 108, CMIN 206, or instructor's permission*

#### CMIN 318 Theology and Practice of Ministry (3)

The life and work of the Christian pastor is studied with attention to the broad range of duties, rituals, and responsibilities for which the contemporary Christian pastor is expected to have competency. Topics for study include administration of sacraments, church finance, staff administration, worship, church boards, pastoral visitation, and evangelism. *Prerequisite: CMIN 206*

#### CMIN 326 Effective Teaching in Christian Education (3)

Students study the principles and procedures involved in effective classroom teaching: philosophies of teaching, methods, the teaching-learning process, motivation, guidance, integration, and evaluation. *Prerequisite: CMIN 206 or instructor's permission*

#### CMIN 336 Family Development and Ministry (3)

This course equips students to design and apply practical theology methods and programs that empower the family. Specific focus is placed upon the family in its cultural setting, and the development needs of various family members at particular stages of life. *Prerequisite: CMIN 206 and PSYC 290 or instructor's permission*

#### CMIN 346 Ministry to the City (4)

This course provides the student with a broad introduction to the unique challenges and opportunities for Christian ministry in an urban context with special attention to some of the most effective methods and tools for doing urban ministry. Students are encouraged to reflect on their own lifestyles and future ministry choices in light of the needs of the city and the response of the gospel in meeting human need. Exposure to city life and church-based organizations working for the shalom of the city provide a dynamic context for the various learning activities in this course. *Prerequisite: CMIN 206*

#### CMIN 356 Developing Disciples (3)

This class develops a biblically informed approach which features reproducing disciples as the central purpose of the Church. Students conduct assessment of the Church's/community's primary purpose in light of Jesus' mission statement, "Go and make disciples of all nations." (Matt. 28:19) This course carefully examines the necessary building blocks to produce a disciple-making church/community, with a significant focus on developing disciples in the APU community. Each student is required to lead a discipleship group. *Prerequisite: CMIN 206*

#### CMIN 401 Christian Ministry Internship I (3)

This course develops a student's ability to blend Christian theology and Christian practice by integrating classroom learning, hands-on practice, spiritual formation, mentoring, and critical reflection on the practice of the Christian faith. Coursework covers: biblical and theological foundations of Christian practice, the context in which the Christian faith is to be practiced, and the dynamic relationship between the two. Students are required to serve an average minimum of 8 hours per week in hands-on field experience. Students must also participate in small groups for reflection, mentoring, and spiritual formation. *Prerequisites: CMIN 108, CMIN 206, THEO 303, and at least two general studies Bible courses; CMIN 316 and senior standing (CMIN/YMIN majors only)*

#### CMIN 402 Christian Ministry Internship II (3)

This course is a continuation of the first semester and has a similar format in terms of classroom experience, field experience, and small groups. It further develops a student's ability to blend Christian theology and ministry by utilizing a method of reflecting theologically on the practice of Christian faith and facilitating the ability to clearly state and defend one's own theology for Christian ministry. Students are required to serve an average minimum of 8 hours per week in hands-on field experience. *Prerequisite: CMIN 401*

#### CMIN 405 Christian Mission in the 21<sup>st</sup> Century (3)

An introduction to the biblical, historical, and theological foundations of missions in a contemporary world setting, both globally and locally. The call, context, and preparation for missionary service are examined. *Prerequisite: CMIN 206*

#### CMIN 406 History and Philosophy of Christian Education (3)

The history of educational theory, with emphasis on objective and philosophical problems and biblical bases, is covered in this course. *Prerequisite: CMIN 206 or instructor's permission*

#### CMIN 408 Principles of Preaching (3)

This course offers a study of classical homiletics, and a variety of sermonic methodologies. Sound hermeneutical principles in exegesis of Scripture, and the worship setting of the sermon with emphasis on the delivery of effective expository sermons in the contemporary world are covered. *Prerequisite: CMIN 206; corequisite: UBBL 343 or instructor's permission*

#### CMIN 416 Communicating the Gospel (3)

This course assists the student in following Jesus' model of a people "filled with grace and truth" (John 1:14). Special attention is given to writing, speaking, teaching, interpersonal communication, body language, problem solving, and other critical tasks necessary to being a Christian and carrying out the Great Commission. *Prerequisite: CMIN 206 or instructor's permission*

#### CMIN 446 Children's Educational Ministries (3)

Childhood development, the needs of children in contemporary society, and biblical and theological perspectives on children are examined, with an emphasis on discerning the church's role in nurturing spiritual formation in the faith community. *Prerequisite: CMIN 206 or instructor's permission*

#### CMIN 456 Ministry Organization and Administration (3)

This course examines the process of ordering the ministry of the church or parachurch community for the greatest effectiveness. This order is to be understood theologically as a means of creating the most ideal context possible for the Holy Spirit to minister to and through people. All aspects of strategic planning, church organization, and administration are addressed. *Prerequisite: CMIN 316 or instructor's permission*



**CMIN 466 Adult Development and Spiritual Formation (3)**

The course examines the process and contexts by which adults mature. Subject areas include: biblical and theological foundations for adult development and education, and adult characteristics, needs, life cycles, and learning patterns. The course emphasizes community and individuals. *Prerequisite: CMIN 206 or instructor's permission*

**CMIN 486 Urban Ministry Practicum (6)**

The practicum is intended to provide students with a broad understanding of urban life and ministry. The practicum develops a student's ability to interface theory and practice, theology and ministry, by integrating classroom learning, hands-on practice, spiritual formation, mentoring, and critical reflection on the practice of the Christian faith in an urban setting. During the practicum, the student is required to live, work, worship, and study in the city. *Prerequisite: CMIN 206*

**CMIN 487 Exegeting the City (3)**

This course explores the development of a "hermeneutic" for understanding the built environment as a means to engage the city and enhance ministry opportunities. Discussion centers on physical, sensory indicators of community needs and resources. The goal is to more adequately contextualize Christian urban ministry. Topics include community mapping, needs assessment, resource identification, measurement of change, and strategic ministry development. Coursework is taught at a graduate level, but undergraduates are welcome. *Prerequisite: CMIN 206*

**CMIN 495 Topics in Christian Ministry (3)**

This course engages the student in a focused and intensive study of particular topics of direct relevance and urgency in the practice of Christian ministry. Topics vary from semester to semester, and this course may be taken more than once as topics change. *Prerequisite: CMIN 206*

**CMIN 496 Senior Seminar: Church and Society (3)**

Students use practical theology methods learned in class to create an integrated Christian response to a contemporary social issue. It considers the ethical, spiritual, and community causes and impacts of social issues and teaches students to develop informed Christian responses to them. This course is taught in a seminar format that includes a major paper and two presentations. *Meets the general studies senior seminar requirement. Prerequisites: senior standing; completion of the majority of the units required for God's Word and the Christian Response; completion of the majority of coursework in the major; and upper-division writing intensive course*

**CMIN 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. May be repeated for credit. *An independent study fee is assessed for each enrollment in this class. Prerequisite: CMIN 206*

**CMIN 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no less than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *An independent study fee is assessed for each enrollment in this class. May be repeated for credit. Prerequisite: junior or senior standing*

**GMIN 529 City in Theological Perspective (4)**

Students examine theological perceptions of the city, with an emphasis on ministry in and to the polis. Requires department approval for an undergraduate to take this graduate course.

*There are other approved courses for Christian ministries majors. Please see the department office for the approved course list.*

**Youth Ministry**

**YMIN 106 Introduction to Youth Ministry (3)**

This course introduces students to the field of youth ministry covering various ministry contexts. It covers historical as well as contemporary youth ministry concepts. A broad spectrum of issues are introduced including theological foundations, traditional and nontraditional youth ministry, globalization, urbanization and multicultural perspectives, adolescent development, family, culture, and the minister as a person and Christian.

**YMIN 200 Philosophy and Theology of Youth Ministry (3)**

This course develops students' abilities to develop and implement a philosophy of ministry. Emphasis is placed upon the theological, philosophical, and practical viability of various current youth ministry philosophies and identifying unique philosophical emphases relevant to particular contexts. Students engage in an assessment of their own personal gifts, personality, and ministry calling in the light of ministry foundations. *Pre- or corequisites: YMIN 106 and CMIN 108*

**YMIN 201 Adolescent Development and Family Ministry (3)**

This course equips students to design and apply practical theology methods and programs that empower the family. Specific focus is placed upon the behavioral characteristics and the social development of adolescents, including identity, cognitive and moral, emotional, and spiritual development, and faith formation. *Prerequisite: YMIN 200 or instructor's permission; pre- or corequisite: PSYC 290*

**YMIN 300 Adolescent Culture and Evangelism (3)**

This course helps students understand the interplay among culture in general, youth culture, and evangelism. Since cultural forces are constantly shifting, emphasis is placed on ethnographic principles and practices to help understand and share the Gospel in a specific youth context. *Prerequisite: YMIN 200 or instructor's permission*

**YMIN 305 Integration of Faith and Sports (3)**

This course examines biblical, theological, philosophical and psychological foundations of sports ministry. The course includes a brief history and philosophy of sports ministry including successful and unsuccessful models beginning with New Testament models for using sports in ministry to the present formation of the National Association of Church Sports and Recreational Ministries (NACRSM). Theology foundations include a theology of competition, victory, unity, character formation and sportsmanship.

**YMIN 310 Evangelism and Discipleship in Sports Ministry (3)**

This course examines the mandate of the Gospels in the Great Commission to "make disciples" within the culture of modern athletics and in the context of sports ministry. Students learn the skills to effectively use sports and recreation as vehicles to accomplish the ministry of evangelism and discipleship.

**YMIN 326 Studying and Teaching the Bible (3)**

This course helps students develop skills in biblical exegesis and teaching biblical principles to youth. Emphasis is placed upon evaluating students' ability to teach the Bible in settings both inside and outside the classroom. *Prerequisites: CMIN 206, UBBL 100, UBBL 230, or instructor's permission*

**YMIN 400 Christian Values and Human Sexuality (3)**

This course involves interdisciplinary examination of the physiological, sociocultural, psychological, and theological bases of human sexual behavior with attention devoted to student's development of a personal perspective toward sexuality that integrates Christian values and moral integrity. Students learn to assess and understand an adolescent's sexual development, problems, and issues that relate to sexological and moral development. *Prerequisite: YMIN 200, YMIN 201, or professor's permission*

## PRACTICAL THEOLOGY

### **YMIN 403 Adolescent Issues and Intervention (3)**

This course introduces the student to the basic skills and practice of counseling adolescents. The course serves as counseling “first-aid,” meaning that students learn basic helping skills but do not qualify to be professional counselors. Students are exposed to counseling issues and problems that grow out of the developmental process, disorders that begin or are unique to adolescence, and intervention, prevention, and referral strategies. Students also examine a philosophy of counseling from a practical theology and biblical perspective.

### **YMIN 495 Topics in Youth Ministry (3)**

This course engages in a focused and intensive study of particular topics of direct relevance and urgency in the practice of youth ministry. Topics vary from semester to semester, and this course may be taken more than once as topics change.

*For a description of courses offered by other departments, please consult those specific sections of the catalog.*



# Center for Adult and Professional Studies



<b>Organizational Leadership</b>	<b>228</b>
<b>Christian Leadership</b>	<b>230</b>
<b>Management Information Systems/Computer Information Systems</b>	<b>231</b>
<b>Human Development</b>	<b>233</b>
<b>Nursing (RN to BSN)</b>	<b>235</b>

# Center for Adult and Professional Studies

## Faculty

*Dean and Professor: Fred G. Garlett, Ed.D.*

*Professor: Ruth Anna Abigail, Ph.D.*

*Associate Professor: Frank Berry, Ph.D.*

*Assistant Professor: Gail Wallace, Ph.D.*

*Instructor: Stephanie Fenwick, M.A.*

*Human Development Program Director: Gordon Jorgenson, M.A.*

## Introduction

The Center for Adult and Professional Studies (CAPS) recognizes that the adult learner may have acquired knowledge through professional and personal experiences and has established a program to assess such learning in order to award academic credit. The Council for Adult and Experiential Learning (CAEL) and the American Council of Education (ACE) guidelines are used in order to ensure responsible evaluation.

## The Degree Completion Concept

The degree completion programs are experience-based degrees for working adults, offering majors in five different areas: Organizational Leadership, Management Information Systems/Computer Information Systems, Christian Leadership, Human Development, and Nursing (RN to BSN). The programs center around an experiential learning concept – a unique alternative to the traditional approach. Experiential learning links curricula to past, present, or planned career activities. Through this method, students can earn up to 30 semester hours of credit for significant life experience by means of a formalized petition process called the portfolio.

Designed specifically for the adult learner, these programs offer flexible class scheduling, convenient locations, accelerated curricula, and a simplified registration process. Perhaps the programs' most distinctive element is "reality-based learning," the process of integrating textbook theory with the student's work and life experiences. Students learn how to evaluate and enhance their lives personally and professionally.

Degree completion program courses are taught sequentially, and the rich diversity of experiences which students bring to the class results in lively discussions involving shared experiences. Because students stay with the same group (cohort) throughout the course of study, they develop a strong rapport with other group members who act as a support system through the completion of the degree.

## B.S. in Organizational Leadership

### Introduction

The Bachelor of Science in Organizational Leadership (BSOL) allows the student to complete study in a little more than a year. In this accelerated, 4-term format, a 39-semester-unit curriculum is concentrated into 60 weekly 4-hour class sessions.

The Organizational Leadership Program brings together, from a variety of disciplines, key interpersonal ideas and skills, and develops the knowledge and skills required to understand organizational functioning. The student's business acumen is integrated with concepts and themes from other sciences to understand, predict, and direct change and make decisions about the behavior of people and organizations. The program provides opportunities for students to implement these ideas in organizational situations; in other words, to apply, use, and evaluate their learning.

The program combines an intensive series of integrated seminars with a work-related research project which improves the student's skills in communication, research, interpersonal relationships, group dynamics, supervision, and management. The student also develops a better understanding of the research and writing process, the relationship of the liberal arts to the job and home, and the integration of values and ethics with human relationships and work.

As part of the coursework, the student prepares a portfolio which demonstrates a self-assessment and evaluation of prior learning. The portfolio and other documents presented in support of this learning are assessed, and credit is granted (maximum of 30 semester units) by trained evaluators and faculty members according to policies established by the faculty.

Students must have 60 semester units of transferable credit from an accredited college or university to be considered for the program. Eligible students are 25 years of age or older and have 5 or more years of significant work experience.

The curriculum for the 39 semester units of the program is taught in a modular format. The courses are multidisciplinary in nature, drawn from business, social sciences, psychology, general studies, liberal arts, religion, and philosophy. Students are grouped in discussion units (cohorts) of 18-24 students. Groups are flexible and may be started at any time during the year.

### Online Format

The online version of the Bachelor of Science in Organizational Leadership accelerated degree completion program (BSOL Online) serves adult learners wishing to complete their undergraduate degree without the on-campus class requirement.

This online format allows students without access to APU's main campus or regional centers the same level of quality curriculum and experienced instructional delivery from any location where there is Internet access. Students can complete their degree goals through the identical curriculum and cohort model that has been so successful in the face-to-face mode.

The APU experience uniquely facilitates development through solid intellectual inquiry, informed decision-making, and the application of ethical principles. A focus on Christian values and ethics infuses the curriculum and the development of learners by providing direction, purpose, and evaluation of personal and professional life actions.

Candidates for the BSOL Online Program are experienced adults looking to complete a business-oriented bachelor's degree while maintaining the flexibility to address the demands of juggling a job, family, and professional development.

In this accelerated program, new courses begin every five to six weeks. Successful students in this online format clearly recognize that while there is flexibility in asynchronous learning, a strong commitment to consistent participation, communication, and completion of all work is critical. To ensure student success, a Student Orientation course, part of a noncredit proseminar, is mandatory for all online students prior to the start of their online coursework/cohort.

Through this online program, students engage with the experienced CAPS faculty and staff in one-on-one communication for academic and financial advising. A “student commons” is also available to facilitate community within the cohort and between cohorts, faculty, and staff.

**Student Learning Outcomes for CAPS Organizational Leadership Program**

- Effectively articulate and assess one’s own experiential learning via the Kolb model.
- Use the process of applied behavioral science research as a problem-solving tool for planning organizational change.
- Demonstrate in writing an in-depth understanding of the organizational setting in which his/her research project will be conducted.
- Learn and experientially understand what it is like to take on management responsibilities.
- Identify and understand the fundamentals of effective oral and written interpersonal communication and business communication.
- Identify and apply the most commonly used conflict management strategy in his or her organization.

**Admission Requirements**

To be admitted to the B.S. in Organizational Leadership Degree Completion Program, a student needs:

- A minimum of 60 transferable semester units from accredited colleges or universities
- Official transcripts from all schools attended
- A grade-point average of 2.0 or above in the transferred courses
- A writing sample that demonstrates written communication skills

When the requirements have been met, students receive a letter of admission and statement of estimated accepted credits.

The program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills. For more information about the Bachelor of Science in Organizational Leadership, call (626) 815-5301.

**Core Courses**

**39 units**

BMGT	301	Dynamics of Group Behavior	3
BMGT	302	Adult Development and Learning Assessment	3
BMGT	303	Introduction to Research Methodology	2
BMGT	304	Organizational Analysis	3
BMGT	306	The Bible and Business Ethics	3
BMGT	307	Managerial Communication	2
BMGT	401	Directed Study: Applied Research Project I	3
BMGT	402	Directed Study: Applied Research Project II	3
BMGT	408	Introduction to Data Analysis and Presentation	3
BMGT	409	Cultural Influences in the Workplace	3
BMGT	410	Principles of Management and Supervision	3
BMGT	411	A Christian Worldview and the Professions	3
BMGT	412	Integrating Managerial Principles with Practice	2
BMGT	413	Leadership and Change	3

**Course Descriptions**

**BMGT 301 Dynamics of Group Behavior (3)**

Students examine group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on the principles of group dynamics, problem solving, decision making, diagnosis and resolution of conflict, and managing meetings.

**BMGT 302 Adult Development and Learning Assessment (3)**

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments, documented by a portfolio. Additional credit for prior extracollegiate learning may be earned through the portfolio.

**BMGT 303 Introduction to Research Methodology (2)**

Students learn the purpose and value of research as a problem-solving tool in organizations. Approaches for identifying, analyzing, and researching organizational problems are emphasized as students select and review an appropriate organizational problem for their applied research projects.

**BMGT 304 Organizational Analysis (3)**

Students analyze how organizations function as complex systems, focusing on the interrelatedness of organizational purpose, structure, leadership, relationships, and rewards in the organization featured in their case study.

**BMGT 306 The Bible and Business Ethics (3)**

This course introduces the student to moral issues involved in business practice. Students reflect on what it means to be a good business woman or man in the context of biblical wisdom, principles, and virtues and apply this wisdom to expedite the resolution of business and management problems.

**BMGT 307 Managerial Communication (2)**

Students refine both written and oral presentation skills. Presenting ideas, reports, and proposals clearly and concisely is the primary goal of this course.

**BMGT 401 Directed Study: Applied Research Project I (3)**

Students describe the purpose, setting, history, background, scope, and importance of their applied research topics. Students conduct and write a literature review related to their problem analysis.

**BMGT 402 Directed Study: Applied Research Project II (3)**

Students determine a research approach, develop and analyze a possible intervention for solving their organizational problems, and develop a data collection and analysis plan. Students report results, draw conclusions, and make recommendations regarding how their organizations should approach their research problem. They summarize their learning and apply it to their personal and professional lives.

**BMGT 408 Introduction to Data Analysis and Presentation (3)**

Students explore how data analysis contributes to making decisions and solving organizational problems. Basic methods of summarizing, analyzing, and presenting research data are explained. Students develop data collection plans for their applied research projects.

**BMGT 409 Cultural Influences in the Workplace (3)**

Students consider the relationship between culture and the world of work. In particular, they discover how the United States, especially the world of work, has been shaped by the values of life experiences of various ethnic and racial groups.

**BMGT 410 Principles of Management and Supervision (3)**

Students identify the actual roles managers play in complex organizations. This course prepares students for managerial roles while helping them to work more effectively with current managers. Management theory is critically evaluated for its usefulness in light of actual practices.

**BMGT 411 A Christian Worldview and the Professions (3)**

Students develop an articulated Christian worldview which can be applied to the broader issues of society. They develop an integrated approach to business and the common good, and formulate responses to the worldview aspects of current professional and social issues.

**BMGT 412 Integrating Managerial Principles with Practice (2)**

Students integrate concepts learned throughout the program with their current managerial responsibilities. This enables students to evaluate outcomes and achieve closure.

**BMGT 413 Leadership and Change (3)**

This course explores the essential aspects of transformational leadership and examines tools used by transformational leaders to conduct business in today's rapidly changing environment. Students study leadership and influence, budgetary control and finance, approaches to organizational change, and the management of information and technology.

**B.S. in Christian Leadership**

**Introduction**

The Bachelor of Science in Christian Leadership Program is for the adult individual involved in church or parachurch ministry, either as a pastor or a layperson. In this accelerated program, the 39-semester unit curriculum is concentrated into 61 weekly 4-hour class sessions. This customized program coordinates the students' class and work demands and is for the adult student who is 25 years of age or older and may be working full time in some business field outside his/her ministry.

In addition, students complete a major project, applying leadership principles within a Christian organization. This project serves as a connection between study and experiential learning, focusing on leadership principles that are based on sound biblical, theological, and sociological principles.

Instruction is seminar-style with an emphasis on student participation. The integrated curriculum utilizes the student's work environment as a laboratory.

**Student Learning Outcomes for CAPS Christian Leadership Program**

- Be able to observe and assess behaviors in a group setting in order to gauge their effectiveness.
- Assess own experiential learning via Kolb model.
- Describe and assess critical factors in family dynamics from a Christian perspective.
- Use the sociological perspective to understand the various dimensions of religion, including belief, ritual, experience, and community.
- Be able to articulate the leadership philosophy of a religious leader and compare it to contemporary theories of leadership.
- Be able to describe one's own philosophy of Christian leadership.

**Admission Requirements**

To be admitted to the 61-class-session B.S. in Christian Leadership Degree Completion Program, a student needs:

- A minimum of 60 transferable semester units from accredited colleges or universities.
- Official transcripts from all schools attended.
- A 2.0 grade-point average or above in the transferred courses.
- A writing sample that demonstrates written communication skills.

When the aforementioned requirements have been met, students receive a letter of admission and a statement of estimated accepted credits.

This program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills.

**Core Courses**

			<b>39 units</b>
BCLM	336	Christian Family	3
BCLM	360	Sociology of Religion	3
BCLM	390	Human Growth and Development	3
BCLM	402	Directed Study: Applied Research	3
BCLM	426	Theology and Christian Education	3
BCLM	474	Leadership Seminar: A Theology of Christian Leadership	3
BMGT	301	Dynamics of Group Behavior	3
BMGT	302	Adult Development and Learning Assessment	3
BMGT	304	Organizational Analysis	3
BMGT	305	Managing Interpersonal Communication	3
BMGT	306	The Bible and Christian Ethics	3
BMGT	409	Cultural Influences in the Workplace	3
BMGT	410	Principles of Management and Supervision	3

**Course Descriptions**

**BCLM 336 Christian Family Life (3)**

The home in its cultural setting, the methods and programs of the Church that contribute to the Christian home, parental responsibility, and the building of Christian character are the basis of study for this course.

**BCLM 360 Sociology of Religion (3)**

This course provides an objective analysis of interrelations between religious phenomena and social institutions, structures, and behavior. Special emphasis is placed on the distinction between church and sect, religion and social stratification, secularization, science and religion, and religious movements.

**BCLM 390 Human Growth and Development (3)**

This study of human development across the life span, emphasizes a multidisciplinary perspective including such areas as psychology, sociology, social interaction, and the tools for applying developmental psychology to life situations.

**BCLM 402 Directed Study: Applied Research I (3)**

Students conduct and write a literature review relative to problem analysis; and develop and analyze possible recommendations for solving a designated organizational case study problem. The students develop and present an implementation plan, and make recommendations regarding how their organizations should approach the designated case study problem. They summarize their learnings and apply them to their personal and professional lives.

**BCLM 426 Theology and Christian Education (3)**

This course offers an analysis of the relationship of theology to Christian education and the implications of theological doctrine for the educational work of the church.

**BCLM 474 Leadership Seminar: A Theology of Christian Leadership (3)**

This course is designed as a forum for integrating biblical, historical, and contemporary theories, models, and perspectives on leadership, and how they relate to issues of power, authority, manipulation, influence, persuasion, and motivation; leadership effectiveness skills in the areas of understanding organizational culture, group process, communication, and conflict resolution; leadership efficiency focusing on visioning, goal-setting, self-management, understanding of leadership styles, preferences and the learning process; and leadership empowerment and the stewardship of others.

**BMGT 301 Dynamics of Group Behavior (3)**

Students examine group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on the principles of group dynamics, problem solving, decision making, diagnosis and resolution of conflict, and managing meetings.

**BMGT 302 Adult Development and Learning Assessment (3)**

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments, documented by a portfolio. Additional credit for prior extracollegiate learning may be earned through the portfolio.

**BMGT 304 Organizational Analysis (3)**

Students analyze how organizations function as complex systems, focusing on the interrelatedness of organizational purpose, structure, leadership, relationships, and rewards in the organization featured in their case study project. This serves as the basis for the first part of a case study project of the student's ministry organization.

**BMGT 305 Managing Interpersonal Communication (3)**

Students assess and improve their communications skills to heighten their productivity in various organizational settings. The key concepts covered include conflict, constructive feedback, active listening, power, mentoring, and dysfunctional communication.

**BMGT 306 The Bible and Business Ethics (3)**

This course introduces the student to moral issues involved in business practice. Students reflect on what it means to be a good business woman or man in the context of biblical wisdom, principles, and virtues and apply this wisdom to expedite the resolution of business and management problems.

**BMGT 409 Cultural Influences in the Workplace (3)**

Students consider the relationship between culture and the world of work. In particular, they discover how the United States, especially the world of work, has been shaped by the values of life experiences of various ethnic and racial groups.

**BMGT 410 Principles of Management and Supervision (3)**

Students identify the actual roles managers play in complex organizations. This course prepares students for managerial roles while helping them to work more effectively with current managers. Management theory is critically evaluated for its usefulness in light of actual practices.

**B.S. in Management Information Systems or Computer Information Systems**

**Introduction**

Students in the Bachelor of Science in Management Information Systems (MIS) or Computer Information Systems (CIS) Program develop a competitive edge that helps them succeed in the workplace. The program caters exclusively to the adult learner with experience in the computer field. In this accelerated program, the 39-semester unit curriculum is concentrated into 61 weekly 4-hour class sessions.

A dual effort between the Department of Computer Science in the College of Liberal Arts and Sciences and the Center for Adult and Professional Studies, this customized program coordinates the students' class and work demands and allows them to begin the program as it suits their schedules. The program allows the student to choose one of two tracks: Management Information Systems or Computer Information Systems.

In addition, students complete a major project integrating the knowledge and methodology learned by designing, developing, and implementing a software project or a comprehensive institution-related project. This project serves as a connection between study and experiential learning and develops problem-solving skills.

Students must have 60 semester units of transferable credit from an accredited college or university to be considered for the program. Eligible students are 25 years of age or older and have two or more years of significant work experience in IT or IS.

**Student Learning Outcomes for CAPS  
CIS/MIS Program**

- Develop a functional understanding of the principle and theory of data structures.
- Acquire relevant technical knowledge in order to build: Gantt charts, context diagrams, data flow diagrams, data dictionaries, HIPO diagrams, ER diagrams, and structure charts.
- Demonstrate working knowledge of database applications using a relational database management system such as Microsoft Access™.
- Demonstrate skills using the fundamental program flow-of-control constructs: sequence, selection, and iteration in an even-driven environment.
- Differentiate data link-layer protocols (Ethernet, Token Ring, FDDI, etc.) from the upper-layer protocols, including protocol suites (TCP/IP), Apple Talk, ISX/SPX, etc.
- Complete an Internet application that utilizes PHP and AJAX (asynchronous JavaScript and XML).

**Admission Requirements**

To be admitted to the 64-class-session B.S. in Management Information Systems/Computer Information Systems Degree Completion Program, a student needs:

- A minimum of 60 transferable semester units from accredited colleges or universities.
- Official transcripts from all schools attended.
- A 2.0 grade-point average or above in the transferred courses.
- A writing sample that demonstrates written communication skills.

There are several program prerequisites which may come from academic, personal, or professional experiences that will be assessed by a Background and Prerequisites Questionnaire, including:

Microcomputer Software Tools*	3
Microcomputer Programming*	3
Elective units in MIS or CIS*	3

\*May be met through prior coursework taken at APU or another accredited college or university, work experience, or examination.

When the requirements listed above have been met, students receive a letter of admission and a statement of estimated accepted credits.

This program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills.

**Core Computer Courses for Both Programs**

MCIS	250	Operating Systems	3
MCIS	400	Client/Server Technology	3
MCIS	420	Telecommunications and Interfacing	3

Select one of the following:

CISS	315	Structured Programming I	3
MISS	347	Computer Programming II	3

Select one of the following:

CISS	325	Database Management Systems	3
MISS	348	Database Program Development	3

Select one of the following:

CISS	470	Software Engineering I	3
MISS	346	Structured System Design	3



**Required Courses for B.S./CIS**

MCIS	330	Systems Programming I (C Language)	3
CISS	335	Systems Programming II (C Language)	3
CISS	350	Computer Algorithms	3
CISS	460	Applied Research	3

**Required Courses for B.S./MIS**

MISS	340	Principles of Organization and Management	3
MISS	442	MIS Foundations	3
MISS	443	IT Applications and Management	3
MISS	446	Advanced System Management	3

**Required Courses for Both Programs**

BMGT	302	Adult Development and Learning Assessment	3
BMGT	306	The Bible and Business Ethics	3
BMGT	411	A Christian Worldview and the Professions	3

**Course Descriptions**

**Management Information Systems**

**BMGT 302 Adult Development and Learning Assessment (3)**

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments, documented by a portfolio. Additional credit for prior extracollegiate learning may be earned through the portfolio.

**BMGT 306 The Bible and Business Ethics (3)**

This course introduces the student to moral issues involved in business practice. Students reflect on what it means to be a good business woman or man in the context of biblical wisdom, principles, and virtues and apply this wisdom to expedite the resolution of business and management problems.

**BMGT 411 A Christian Worldview and the Professions (3)**

Students develop an articulated Christian worldview which can be applied to the broader issues of society. They develop an integrated approach to business and the common good, and formulate responses to the worldview aspects of current professional and social issues.

**MCIS 250 Operating Systems (3)**

This course provides an in-depth study of operating systems, including concepts, functions, and requirements. Hands-on experience complements a comparative study of several modern operating systems.

**MCIS 400 Client/Server Technology (3)**

This course offers an exploration of client/server application development. Client/server computing is a conceptual model. The client/server paradigm expresses an optimal balance between the use of a personal computer and the strict demand for data integrity necessary in an information society. Client/server is rapidly becoming the dominant model for database access. This course teaches client/server systems theory and application. All students are expected to develop an application in the client/server environment.

**MCIS 420 Telecommunications and Interfacing (3)**

This course teaches the concepts, principles, and methods of data communication, networking, network topologies, interfacing, the Internet and other public networks, and current networking technologies. This course includes limited hands-on applications.

**MISS 340 Principles of Organization and Management (3)**

Considered in this course are elements of managing (planning, organizing, leading, and controlling) with particular emphasis upon organizing and actuating responsibility and authority, delegation, decentralization, the role of staff, line-staff relationships, committees, board of directors, organization charting, formal and informal organization, communication, and reaction to change.

**MISS 346 Structured Systems Design (3)**

A study of the concepts, principles, techniques, methods, procedures, and documents of software planning, requirements, design, development and implementation. Included are systematic approaches to software development and software life cycle. Students participate in a major team project which is continued in MCIS 446 and culminates in a completed software product at the end of the program.

**MISS 347 Computer Programming II (3)**

Students study programming language concepts and constructs, including syntax and semantics, variables, data types, modules, and input/output. A comparative survey of several programming languages such as Pascal, COBOL, FORTRAN, and C-language is included. The course covers programming applications in each of several programming languages.

**MISS 348 Database Program Development (3)**

Introduces students to fundamentals of database management, including database concepts, the database environment, and relational and non-relational database systems. Also included are designing, building, and using practical databases with fourth generation database software. Students generate user interfaces and reports.

**MISS 442 MIS Foundations (3)**

This course comprises an introduction to management information systems, including fundamentals and problem solving with information technologies. Students become acquainted with the computer hardware, software, telecommunications, and database support systems relevant to the field. *Prerequisite: MISS 340*

**MISS 443 IT Applications and Management (3)**

This course comprises an introduction to information technology (IT) applications and management, including fundamentals and case studies. Students become acquainted with MIS in business and management and learn to approach the management of information technology from the perspective of a changing global environment. *Prerequisite: MISS 442*

**MISS 446 Advanced System Management I (3)**

In this course, the student integrates the knowledge and abilities gained in other information systems courses with a comprehensive institution-related project. Enrollment is continuous for three terms.

**Computer Information Systems**

**BMGT 302 Adult Development and Learning Assessment (3)**

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments, documented by a portfolio. Additional credit for prior extracollegiate learning may be earned through the portfolio.

**BMGT 306 The Bible and Business Ethics (3)**

This course introduces the student to moral issues involved in business practice. Students reflect on what it means to be a good business professional in the context of biblical wisdom, principles, and virtues and apply this wisdom to expedite the resolution of business and management problems.

**BMGT 411 A Christian Worldview and the Professions (3)**

Students develop an articulated Christian worldview which can be applied to the broader issues of society. They develop an integrated approach to business and the common good, and formulate responses to the worldview aspects of current professional and social issues.

**CISS 315 Structured Programming I (3)**

Students study programming language concepts and constructs, including syntax and semantics, variables, data types, modules, and input/output. A comparative survey of several programming languages such as Pascal, COBOL, FORTRAN, and C-language is included. The course covers programming applications in each of several programming languages.

**CISS 325 Database Management Systems (3)**

This course introduces students to fundamentals of database management, including database concepts, the database environment, and relational and nonrelational database systems. Also included are designing, building, and using practical databases with fourth generation database software. Students generate user interfaces and reports.



**CISS 330 Systems Programming I, C Language (3)**

This course teaches object-oriented programming concepts, methods, and techniques using the popular and powerful C++ programming language. Students are assigned programs which demonstrate the power and flexibility of object programming.

**CISS 335 Systems Programming II, C Language (3)**

This is an advanced course in computer programming using the C language. This course emphasizes structured programming techniques and covers control structures, functions, arrays, pointers, structures, memory allocation, and files.

**CISS 350 Computer Algorithms (3)**

A study of algorithms and related data structures, including linear lists, linked lists, trees, graphs, sorting techniques, and dynamic storage allocation is included. Applications are implemented using the C++ language.

**CISS 460 Applied Research I (3)**

This course integrates and extends the concepts and methodology learned in other courses. Under the general guidance of a faculty advisor, but working independently in teams, students complete the design phase, develop, and finally, implement a completed capstone project initiated in MCIS 470. Enrollment is continuous for three terms.

**CISS 470 Software Engineering I (3)**

A study of the concepts, principles, techniques, methods, procedures, and documents of software planning, requirements, design, development, and implementations is offered. Included are systematic approaches to software development and software life cycle. Students participate in a major team project which is continued in MCIS 460/461/462 and culminates in a completed software product at the end of the program.

**MCIS 250 Operating Systems (3)**

An in-depth study of operating systems, including concepts, functions, and requirements, is offered. Hands-on experience complements a comparative study of several modern operating systems.

**MCIS 400 Client/Server Technology (3)**

This course offers an exploration of client/server application development. Client/server computing is a conceptual model. The client/server paradigm expresses an optimal balance between the use of a personal computer and the strict demand for data integrity necessary in an information society. Client/server is rapidly becoming the dominant model for database access. This course teaches client/server systems theory and application. All students are expected to develop an application in the client/server environment.

**MCIS 420 Telecommunications and Interfacing (3)**

This course teaches the concepts, principles, and methods of data communication, networking, network topologies, interfacing, the Internet and other public networks, and current networking technologies. This course includes limited hands-on applications.

**B.A. in Human Development (Teacher Preparation)**

**Introduction**

The Bachelor of Arts in Human Development is an innovative, alternative degree program designed to provide subject matter preparation for prospective elementary school and special education teachers. The program offers a major in human development that uses an accelerated degree completion format. It accommodates experienced adult learners, many of whom are working in classrooms as paraeducators, and draws upon their rich experiences in school settings.

This program is designed specifically for adults who have 60 semester units of transferable college credit and want to earn a degree while on the job. Classes meet one night a week, taking 19 months to complete a Bachelor of Arts degree. The program is a field-based modular design, delivered to cohort groups. Each cluster has a program liaison advisor who provides system guidance, directs special projects, and serves as mentor to individual learners.

Organized to capture the essence of an integrated curriculum and capitalize on the students' work/classroom experiences, the Human Development Program aims to give students a secure background in the liberal arts and sciences that is firmly fixed in the concepts of human behavior and social issues. As part of the preparation of elementary school and special education teachers, the program utilizes the California State Curriculum Frameworks and Model Standards, providing integrated courses in language arts, math, science, art, music, and social science that focus on K-8 content while demonstrating exemplary teaching methods.

The Human Development Program at Azusa Pacific University is authorized by the California Commission on Teacher Credentialing and is a state-approved, multiple-subject program.

The program has the potential to meet the following explicit needs:

1. The need for qualified, credentialed elementary school and special education teachers in California
2. The need for minority teachers and minority role models in L.A.-area schools
3. The need for stability in the classrooms of the local community
4. The need/desire to encourage qualified interested members of other professions to consider the teaching profession a viable career change

Students who complete this major are eligible to enter Azusa Pacific University's unique Intern Credential Program, teaching in their own classrooms, with the university providing coursework and support to the beginning, intern-credentialed teacher.

Students must have 60 semester units of transferable credit from an accredited college or university to be considered for the program. Eligible students are 22 years of age or older and have two or more years of significant work experience.

## Student Learning Outcomes for CAPS Human Development Program

- To develop critical skills for appreciating, evaluating, and selecting literature using resources available to assist that process with due regard to censorship issues and with sensitivity to multicultural concerns.
- Effectively articulate and assess one's own experiential learning via the Kolb model.
- Be able to articulate the elements that contribute to making quality works of literature.
- Demonstrate understanding of various art forms and their relationship to particular historic eras.
- Demonstrate understanding of landmark events in the history of the United States.
- Demonstrate understanding of fundamental mathematics concepts.

## Admission Requirements

To be admitted to the 48-unit B.A. in Human Development Degree Completion Program, a student needs:

- A minimum of 60 transferable semester units from an accredited college or university
- Official transcripts from all schools attended
- A grade-point average of 2.0 or above
- A writing sample that demonstrates written communication skills
- A math proficiency assessment

When the above requirements have been met, students will receive a letter of admission and statement of estimated accepted credits.

## Core Courses

**36 units**

HDEV	301	Humans and Communication	5
HDEV	302	Humans: Self and Others	5
HDEV	303	Humans and Computation	5
HDEV	401	Humans and History	5
HDEV	402	Humans and Scientific Inquiry	5
HDEV	403	Humans and the Arts	5
HDEV	404	Humans and Ethical Behavior	5
HDEV	405	Portfolio Assessment	1

## English Concentration

**12 units**

ENGL	403	Language Principles and Processes	4
ENGL	407	Composition: Theory and Practice	4
ENGL	433	Children's Literature	4

Students will be asked to compile a portfolio of their extracollegiate learning derived from academic, personal, and professional experiences since high school. Students may earn up to 18 semester units for learning acquired through life experience.

The program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level math and English communication skills.

## Course Descriptions

### Core Courses

#### HDEV 301 Humans and Communication (5)

This course takes an integrated approach to developing, mastering, and assessing communication skills, including principles and practices of both spoken and written language. Emphases include group dynamics, interpersonal communication, oral presentations, the writing process, and an analysis of what elements comprise a good piece of literature whether written for children or adults. In part, the group activities are informed by, and centered around, the other major component of this course: understanding the structure of language(s).

#### HDEV 302 Humans: Self and Others (5)

Human growth and development across the life span is explored from the integrated perspectives of psychology, physiology, and sociology. Special attention is given to those areas which impact the classroom, including personality, motivation, learning styles, cultural diversity, and physical development. A thematic approach is used to address the treatment of mental, emotional, social, and physical health practices, including such topics as stress, diet, nutrition, communicable and chronic diseases, alcohol and drug abuse, lifestyles, childbirth, physical fitness, and environmental health, with an emphasis on issues impacting children and adolescents. Children's literature dealing with these subjects deepens the student's understanding.

#### HDEV 303 Humans and Computation (5)

This course integrates fundamental mathematics concepts and relationships and computational skills required by the elementary or middle school teacher with problem-solving strategies and the use of technology. Students engage these concepts, relationships, and skills in terms of their development, mastery, and assessment. Anchored instruction and situated cognition techniques, expedited by video, laser video, and computer-based simulations, modeled during the course. The professional and assessment standards of the National Council of Teachers of Mathematics are modeled throughout this course.

#### HDEV 401 Humans and History (5)

This course examines United States and world history using a broad interdisciplinary, thematic approach. Special emphasis is given to the United States Constitution and the evolution of government at the national, state, and local levels. Critical world issues are addressed through an examination of the role of the United States in a global community. Within each broad topic, students examine critical issues that have relevance over time, reflect on important decisions from the past, and develop understanding and meaning for present social policy and ideology. Students are expected to spend considerable time outside of class reading, reflecting, and preparing for in-class discussion and analysis, individual and cooperative group activities, and oral and written commentary on critical national and international issues facing all Americans.

#### HDEV 402 Humans and Scientific Inquiry (5)

The curriculum content, activities, and experiences are planned to assist students in developing knowledge and skill in science content for teaching science concepts and processes emphasized in the California State Science Framework. A variety of experiential activities (occurring in the lab, in the field, and simulated through technology) provide the context for learning. Students explore the use of databases and spreadsheet for inquiry and thematic teaching is modeled.

#### HDEV 403 Humans and the Arts (5)

Blending the visual and performing arts, this course is designed for the prospective elementary school teacher. Consisting of the objectives, scope, and content as described in the Visual and Performing Arts Framework for California Public Schools (1996), this course integrates the four components of art education through the use of aesthetic perception, creative expression, arts heritage, and aesthetic valuing with active participation in the skills of music and movement in order to understand the components and concepts of these fine and performing arts. The integration flows into other areas such as literature, religion, mathematics, science, and history.

**HDEV 404 Humans and Ethical Behavior (5)**

This course addresses the concept of worldviews and how they are expressed through moral principles and practices. Students are encouraged to explore their own worldviews and approach an understanding of the importance of worldviews in society. A primary goal of this course is to deepen the understanding of the place of human values and virtues in one's personal life and the context of community. Included in this study is the development of an appreciation of the Scriptures and their role in moral and ethical practice. Students come to understand their opportunity to teach values and about religion as outlined in the California State Board of Education documents: Handbook on the Rights and Responsibilities of School Personnel and Students in the Areas of Providing Moral, Civic, and Ethical Education; Teaching About Religion; Promoting Responsible Attitudes and Behaviors; and Preventing and Responding to Hate and Violence.

**HDEV 405 Portfolio Assessment/Reflection (1)**

Each student maintains a portfolio which documents subject matter competence and professional growth. The portfolio contains a variety of evaluation products from selected courses in the Human Development Degree Completion Program which demonstrates the student's mastery of subject matter. Samples should also reflect thinking and writing abilities, and will serve as part of the program exit process.

**English Concentration****ENGL 403 Language Principles and Processes (4)**

Designed to be a parallel course to the traditional undergraduate offering, this course integrates themes from the major and is open only to students in the adult degree completion program in human development. This course introduces the student to the overall nature of language. In addition, it helps students to be aware of, identify, analyze, and develop strategies for dealing with the linguistic complexities found in a diverse society. The course includes an examination of language acquisition, development, and change as well as an analysis of the technical aspects and societal impact of language use. Students study word formation (morphology), the basic sound systems (phonetics), and the grammar systems of prescriptive English in order to make learning English not only easier, but interesting, to the student in the classroom. A variety of approaches are used to explore and assess language production skills (i.e., writing, speaking, etc.).

**ENGL 407 Composition: Theory and Practice (4)**

Designed to be a parallel course to the traditional undergraduate offering, this course integrates themes from the major and is open only to students in the adult degree completion program in human development. This writing-intensive course is designed for students wanting to learn about writing and writing instruction and is of interest to students contemplating teaching on the secondary or elementary level. The course examines the theory, practice, and literature of English/language arts pedagogy, with an emphasis on composition.

**ENGL 433 Children's Literature (4)**

Designed to be a parallel course to the traditional undergraduate offering, this course integrates themes from the major and is open only to students in the adult degree completion program in human development. This course examines the purpose, nature, and power of literature for children, classic as well as contemporary, particularly as it relates to the role literature plays in child development at home and school. Emphases include the nature of literature for children, evaluating and selecting books, responses to literature, understanding and experiencing the genres of literature, reading aloud and writing about literature, as well as becoming conversant with major writers and illustrators of children's literature, with special attention to multicultural literature.

**Registered Nurse to B.S. in Nursing****Introduction**

This RN to BSN degree completion program is a unique alternative to the traditional method of pursuing a college degree. It is designed specifically for adult learners who have an RN license and desire to complete their baccalaureate degree while continuing to work. The program is a field-based modular design, delivered to cohort groups. Each cluster will have a primary advisor who will provide system guidance, direct special projects, and serve as a mentor to individual learners.

Prospective students include those working at area hospitals and RNs working in other health care facilities. Eligible students are 23 years of age or older and have 5 or more years of significant work experience with at least 1 year spent as a practicing RN. They may be currently working in the nursing profession or have prior experience in nursing.

The RN to BSN degree completion track is based on the same philosophy, purposes, graduate characteristics, and conceptual framework as the traditional undergraduate track. However, in recognition of the special needs of the working adult, the curriculum is packaged to accommodate the adult student. The nursing courses are presented in sequence in a modular arrangement of content. Courses are designed to affirm personal and professional strengths. The teaching/learning process is collaborative – the experiences and insights which students bring are a vital part of classroom activities.

Learners join groups consisting of no more than 22 students who progress through the program together. Courses are taught sequentially, and the rich diversity of experiences which students bring to class results in lively discussions involving shared experiences. Because students stay with the same group throughout the program, they develop a strong rapport with other group members, who act as a support system through the completion of the degree.

Classes are offered one night a week for four hours. Courses vary in length from 5 to 10 weeks. The same night of the week is used for a group throughout the program. Clinical experiences for specific courses are arranged at other times during the week.

Students may complete their Bachelor of Science in Nursing in approximately 15 months. In this accelerated format, a 40-semester unit curriculum is concentrated into 60 weekly 4-hour class sessions. This customized program coordinates the students' class and work schedules and allows students to begin the program as it suits their schedules. Cohorts begin once or twice yearly.

## CENTER FOR ADULT AND PROFESSIONAL STUDIES

### Student Learning Outcomes for CAPS RN to BSN Nursing Program

Be able to observe and assess behaviors in a group setting in order to gauge their effectiveness.

Assess own experiential learning via Kolb model.

Be able to take a complete health history and perform a physical exam.

Apply pathophysiological principles and critical thinking skills to create a plan for patient care.

Demonstrate an understanding of the definition of nursing theory and the relevance of nursing theory to the practice and professionalism of nursing.

Develop an awareness of his/her attitudes, stereotypes, and expectations and an openness to discovering the limitations these attitudes, stereotypes, and expectations place on the way he/she sees the world and others in the world.

### Admission Requirements

To be admitted to the 60-class-session B.S. in Nursing (RN to BSN) Degree Completion Program, a student must:

- Be a registered professional nurse, licensed in California, and have graduated from an accredited associate degree or diploma nursing program.
- Have a minimum of one year of work experience as a registered nurse. (If it has been more than five years since working as an RN, the refresher course must be taken.)
- Have a minimum of 60 transferable semester units from an accredited college or university.
- Submit official transcripts from all schools attended.
- Hold a grade-point average of 2.0 or above in the transferred courses.
- Provide a writing sample that demonstrates written communication skills.
- CPR Certificate
- Copy of RN license
- Copy of Immunization record

Students will be asked to compile a portfolio of their extracollegiate learning derived from academic, personal, and professional experiences since high school. Students may earn up to 30 semester units for learning acquired through life experience. When the above requirements have been met, students will receive a letter of admission and statement of estimated accepted transfer credits.

The program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills.

### Requirements for Graduation

Prerequisite Courses	18 units
Chemistry	3
Human Anatomy (BIOL 250 – Includes Lab)	4
Human Physiology (BIOL 251 – Includes Lab)	4
Microbiology (BIOL 220 – Includes Lab)	4
Human Growth and Development (PSYC 290 – Lifespan)	3

### Support Courses and General Education Requirements 24 units

Freshman Writing or English Composition	3
Speech	3
College Algebra	3
General Psychology	3
History/Civics/Political Science	3
Language and Literature	3
Aesthetics and Creative Arts	3
Religion (General Survey/Introduction to Biblical Literature)	3

### Nursing Courses (Degree Completion) 40 units

BNRS 221	Health Assessment	3
BNRS 271	Theories and Concepts in Professional Nursing	3
BNRS 303	Adult Development and Learning Assessment	3
BNRS 307	Theoretical Frameworks in Nursing	3
BNRS 326	Nursing Research and Statistics	3
BNRS 368	Pathophysiology	3
BNRS 412	Christian Worldview and the Profession of Nursing	3
BNRS 448	Leadership in Acute Care Settings	6
BNRS 449	Theory and Practice in Community Health Settings	6
BNRS 497	Ethics/Issues in Health Care	4
SOC 358	Human Diversity	3

### Course Descriptions

#### BNRS 221 Health Assessment (3)

This course provides the nursing student with skills in physical and psychosocial assessment of adult clients. History-taking and physical examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built.

#### BNRS 271 Theories and Concepts in Professional Nursing (3)

This course is designed to provide an introduction to theories and concepts of professional nursing. Focus is on utilizing the intersystem model for nursing process, group dynamics, group conflicts, and techniques to analyze and solve problems.

#### BNRS 303 Adult Development and Learning Assessment (3)

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments, documented by a portfolio. Additional credit for prior extracollegiate learning may be earned through the portfolio.

#### BNRS 307 Theoretical Frameworks in Nursing (3)

The focus of this course is exploration and integration of theoretical models in stress, development and health care adaptation as applied to nursing practice. Through writing and experiential activities the students will express a knowledge of family assessment and analysis of the family unit utilizing a variety of theoretical models. *Meets the general studies requirement of an upper-division writing intensive course.*

#### BNRS 326 Nursing Research and Statistic (3)

This course presents the essential concepts of the research process to enable nursing students to critique research reports and apply research findings from nursing and other disciplines in clinical practice. It introduces the students to the scientific method as a way of knowing and the research process as a tool of science. It acquaints the students with the stages of the research process, the use of basic statistical techniques in answering nursing research questions, the principles of applying the research process to nursing practice, and the ethics for conducting research. Students have “hands-on” experience in the use of the computer and statistical programs for data analysis.

## NURSING

### **BNRS 368 Pathophysiology (3)**

This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.

### **BNRS 412 Christian Worldview and the Profession of Nursing (3)**

Students develop an articulated Christian worldview, which can be applied to the broader issues of society. They develop an integrated approach to nursing and the common good, and formulate responses to the worldview aspect of current professional and social issues.

### **BNRS 448 Leadership in Acute Care Settings (6)**

This course synthesizes selected information presented in the generic baccalaureate program for presentation in condensed format. The course addresses the development and nature of today's health care systems and associated nursing issues in the United States. The content also familiarizes the student with major nursing roles: leader, consultant, teacher, manager, and client advocate. The course focuses on client needs in acute health care settings and emphasizes the interdependent relationship between the health care system and advocate.

### **BNRS 449 Theory and Practice in Community Health Settings (6)**

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings. Collaborating with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care is included. A multiple theoretical focus that includes concepts from systems, stress, adaptation, development, and role theory is emphasized.

### **BNRS 497 Ethics/Issues in Health Care (4)**

This course focuses on the integration of Christian faith, ethical issues, and professional concerns, which confront nurses in their work life. It also includes consideration of issues and trends in health care and nursing. Integration of such concerns as providers of health care, education of the health care professional, and consumerism with ethical concerns are investigated. This course also contains a comprehensive paper written on a bioethical issue, which meets the senior writing requirement. Each week there is a discussion period around ethical concerns, which correlates to the material presented in class.

### **SOC 358 Human Diversity (3)**

Students examine diversity in a pluralistic society, with a focus on groups that have been assigned subordinate positions because of race, religion, country of origin, disability, age, language, or gender. The nature of prejudice and issues related to discrimination and oppression are explored.



# Administration and Faculty



<b>Administration and Faculty</b>	<b>240</b>
<b>Academic Calendar</b>	<b>248</b>
<b>Index</b>	<b>252</b>
<b>Location Maps</b>	<b>255</b>
<b>Campus Maps</b>	<b>256</b>



# Administration and Faculty

## President's Cabinet

**JON R. WALLACE**, DBA, President/Chief Executive Officer  
**DAVID E. BIXBY**, Ed.D., Executive Vice President  
**MARK S. DICKERSON**, Ph.D., JD, Vice President for Legal Affairs  
 and Community Relations/General Counsel  
**TERRY A. FRANSON**, Ph.D., Senior Vice President for Student Life/Dean of Students  
**ROBERT L. JOHANSEN**, Vice President for Business Affairs/Chief Financial Officer  
**GARY LEMASTER**, Ph.D., Vice President for People and Organizational Development  
**DEANA L. PORTERFIELD**, M.A., Chief of Staff  
**JOHN C. REYNOLDS**, NH Dip: Comp Sys, Executive Vice President  
**MICHAEL M. WHYTE**, Ph.D., Provost

## Board of Trustees

**DAVID AXENE**, Business Executive  
**PEGGY CAMPBELL**, Advertising Executive  
**SALLY COLACE**, Christian Ministries  
**EVAN R. COLLINS**, Securities Executive  
**DAVE J. DIAS**, Insurance Executive  
**ROBYN DILLON**, Registered Nurse  
**GREGORY DIXON**, Ph.D., Bishop/Senior Pastor  
**WILLIAM K. HOOPER**, Business Executive  
**RAY W. JOHNSTON**, Senior Pastor  
**HOWARD KAZANJIAN**, Film Producer  
**TOM KOBAYASHI**, Film Technology (retired)  
**DAVID LE SHANA**, Ph.D., CEO, Christian Higher Education (retired)  
**MICHAEL LIZARRAGA**, Business Executive  
**DONALD C. MARSHBURN**, LHD, Business Executive  
**JEANNIE PASCALE**, Educator/International Missionary  
**SHERYL PATTON**, Business Executive  
**TIMOTHY J. PURGA**, D.Min., Business Executive  
**EARL SCHAMEHORN**, Christian Ministries  
**PAUL SZETO**, D.Miss., Global Ministries Executive  
**NICKOLAS W. VANDE STEEG**, Business Executive  
**JON R. WALLACE**, DBA, University President  
**RALEIGH WASHINGTON**, D.D., Global Ministries Executive

## Academic Cabinet

**MICHAEL M. WHYTE**, Ph.D., Provost  
**KATHALEEN REID-MARTINEZ**, Ph.D., Vice President for Non-Traditional  
 and Experiential Learning  
**PAUL W. GRAY**, Ed.D., Vice Provost for Graduate Programs and Research, Dean,  
 University Libraries  
**DIANE J. GUIDO**, Ph.D., Vice Provost for Undergraduate Programs  
**KIMBERLY BATTLE-WALTERS DENU**, Ph.D., Associate Provost  
**PAMELA M. CHRISTIAN**, Ph.D., Assistant Provost, Office of Diversity Planning Assessment  
**HEATHER L. PETRIDIS**, MBA, Associate Vice President for Academic Enrollment  
 and Student Services  
**RUSSELL DUKE**, Ph.D., Acting Dean of the School of Theology  
**DUANE A. FUNDERBURK**, DMA, Dean of the School of Music  
**FRED GARLETT**, Ed.D., Dean of the Center for Adult and Professional Studies  
**AJA TULLENERS LESH**, Ph.D., Dean of the School of Nursing  
**ILENE L. SMITH-BEZJIAN**, DBA, Dean of the School of Business and Management  
**MARK STANTON**, Ph.D., ABPP, Dean of the School of Behavioral and Applied Sciences  
**DAVID WEEKS**, Ph.D., Dean of the College of Liberal Arts and Sciences  
**HELEN EASTERLING WILLIAMS**, Ed.D., Dean of the School of Education

## Support Services

**NINA ASHUR**, Ed.D., Director, Learning Enrichment Center  
**DAVE BURKE**, B.A., Director, Undergraduate Admissions  
**JUDY HUTCHINSON**, Ph.D., Director, Center for Service Learning and Research  
**REBECCA J. KNIPPELMEYER**, M.A., Director, Graduate Academic Support  
**ADRIEN J. LOWERY**, Ph.D., Director, Writing Center  
**NORMA J. MOCABEE**, M.Ed., Graduate Registrar  
**JENNIFER MOORE**, B.S., Registrar, Undergraduate and Center for Adult  
 and Professional Studies  
**MICHELLE MORZOV**, M.A., Director, Graduate Student Financial Services  
**TODD ROSS**, MBA, Director, Student Financial Services (Undergraduate)  
**JO WITTE**, M.A., Director, Graduate Admissions  
**JEANETTE WONG**, DMA, Director, Office of Academic Advising

## Regional Center Directors

**VIC BEZJIAN**, DBA, Executive Director, Regional Centers  
**BECKER, VICKIE**, Ed.D.; Murrieta Regional Center  
**BRADY, DEANNA**, Ed.D.; Orange County Regional Center  
**BURLISON, JOHN**, MBA; San Diego Regional Center  
**ROBINSON-NEAL, ANDRÉE**, M.Ed.; Inland Empire Regional Center  
**RUCKER, DONALD**, D.Min.; High Desert Regional Center  
**VENEY, CLOETTA (CLOE)**, Ph.D.; Los Angeles Regional Center  
**ZUBER, DENNIS**, M.A., M.Div.; Ventura Regional Center

## ADMINISTRATION AND FACULTY

### Faculty

- ABIGAIL, RUTH ANNA**, Professor, Center for Adult and Professional Studies; B.A., University of Southern California; B.A., Azusa Pacific University; M.S., Purdue University; Ph.D., University of Southern California
- ADAMS, JAMES F.**, Instructor of Nursing; B.S., Thomas Jefferson University; M.S., University of Pennsylvania
- ADAMS, JAMES J.**, Executive Director of the Center for Global Learning and Engagement, Professor; B.A., L.I.F.E Pacific College; M.A., Azusa Pacific University; Ed.D., University of Southern California
- ADAMS, SARAH J.**, Assistant Professor of English; B.A., Case Western Reserve University; M.A., Ph.D., Ohio State University
- ALEXANDER, PAUL**, Director of the Doctor of Ministry Program, Professor; B.S., Southwestern Assemblies of God University; M.Div. Assemblies of God Theological Seminary; Ph.D., Baylor University
- ALLBAUGH, THOMAS**, Associate Professor of English; B.A., Hope College; M.A., Michigan State University; Ph.D. Southern Illinois University
- ANDERSEN, ELIZABETH**, Associate Professor of Education; B.A., Nazareth College; M.A., State University of New York; Ph.D., University of Southern California
- ANDERSON, PAUL**, Associate Professor of Business and Management; B.A., MBA, University of California, Los Angeles
- ANDREWS, THOMAS F.**, Professor of Library Services; B.A. Pasadena College (now Pt. Loma Nazarene University); M.A., Ph.D., University of Southern California
- ANDUJO, PATRICIA**, Associate Professor of English; B.A., Western Illinois University; M.A., Ph.D., University of Illinois
- ARVIDSON, MARK**, Professor of Mathematics; B.S., Wheaton College; M.A., Azusa Pacific University; Ph.D., Claremont Graduate School
- ASHUR, NINA**, Director, Learning Enrichment Center, Associate Professor; B.A., California Polytechnic University, Pomona; M.A., California State University, Los Angeles; Ed.D., University of La Verne
- BABBES, GEORGE**, Professor of Business and Management; B.S., University of California, Berkeley; MBA, University of Pennsylvania; Ph.D., University of California, Berkeley
- BACER, KATHLEEN FLETCHER**, Professor of Education; B.A., Azusa Pacific University; M.A., California State Polytechnic University, Pomona; Ed.D., Pepperdine University
- BADR, LINA**, Professor of Nursing; B.S., American University of Beirut, Lebanon; MSN, Texas Women's University; DNSc, Boston University
- BALOIAN, BRUCE**, Professor of Biblical Studies; B.A., Westmont College; M.Div., Fuller Theological Seminary; Ph.D., Claremont Graduate School
- BARNETT, MICHAEL**, Assistant Professor of Exercise and Sport Science/Athletics; B.A., M.A., Azusa Pacific University
- BASSEY, CHRISTOPHER E.**, Professor of Math and Physics, B.S., University of Calabar; M.S., Ph.D., University of Ilorin; PDRF, University of Victoria
- BATTLE-WALTERS DENU**, Kimberly, Associate Provost, Professor; B.A., Southern California College; MSW, Temple University; Ph.D., University of Florida
- BAUGUS, JOHN**, Assistant Professor of Communication Studies; B.S., Azusa Pacific University; MBA, Claremont Graduate School, M.B.A. Pepperdine University School of Law
- BEATTY, CARRIE**, Director of Faculty Employment and Communication; B.A., MBA, Azusa Pacific University
- BEATTY, DAVID**, Associate Professor of Music; B.M., University of California, Northridge; M.M., California State University, Los Angeles
- BECKER, VICKIE**, Director of Murrieta Regional Center; B.R.E., L.I.F.E Bible College; M.A., Azusa Pacific University; Ed.D., Pepperdine University
- BELL, SALLY ALONZO**, Diversity Scholar in Residence, Professor of Social Work; B.A., California State University, Los Angeles; MSW, Ph.D., University of California, Los Angeles
- BENTZ, JOSEPH**, Professor of English; B.A., Olivet Nazarene University; M.A., Ph.D., Purdue University
- BEREZUK, MATTHEW A.**, Assistant Professor of Biology and Chemistry; B.S., Valparaiso University; Ph.D., The Johns Hopkins University
- BERRY, FRANK**, Associate Professor, Center for Adult and Professional Studies; B.M., M.S., California State University, Fullerton; Ph.D., University of Southern California
- BERRY, MARCIA**, Assistant Professor of Communications; B.A., M.A., University of Illinois; Ph.D., Regent University
- BEZJIAN, VICKEN (Vic)**, Executive Director, Regional Centers; B.S., California State University, Los Angeles; MIBA, United States International University; DBA, Alliant International University
- BLEDISOE, TED SCOTT**, Executive Director of Child and Family Development Center; Psy.D., Azusa Pacific University
- BLOCK, MICHAEL**, Associate Professor of School Counseling and School Psychology; B.S., M.S., Northern State University; Ph.D., Walden University
- BOND, TORRIA**, Associate Professor of Education; B.S., California State Polytechnic University; M.S., M.S., California Lutheran University
- BONNER, PATRICIA**, Professor of Doctoral Studies in Education; B.A., Point Loma Nazarene College; M.A., Azusa Pacific University; M.A., Ph.D., Claremont Graduate School
- BONNEY, LEWIS**, Associate Professor of School Counseling and School Psychology; B.A., University of California, Berkeley; M.A., University of North Texas; Ph.D., University of Arizona
- BOWDEN, VICKY**, Professor of Nursing, Director, Honors Program; BSN, Harding University; NP, MNsc, University of Arkansas; DNSc, University of San Diego
- BOYD, CRAIG**, Director of Faith Integration, Professor; B.A., Greenville College; M.A., Western Kentucky University; Ph.D., St. Louis University
- BRADLEY, ANN P.**, Assistant Professor of Teacher Education; B.S., Aurora University; M.A., California State University, Fullerton; Ed.D., University of La Verne
- BRADY, DEANNA**, Director of Orange County Regional Center, Assistant Professor; B.A., MPA, California State University, Long Beach; Ed.D., University of Southern California
- BRALOCK, ANITA**, Associate Professor of Nursing; BHS, Chapman University; MN, Ph.D., University of California, Los Angeles
- BRASHEAR, NANCY**, Professor of English; B.A., M.A., California State Polytechnic University, Pomona; Ph.D., Claremont Graduate School
- BREHM, CONNIE**, Professor of Nursing; B.S., M.P.H., University of California, Los Angeles; M.S., California State University, Long Beach; Ph.D., University of Colorado
- BROKAW, DAVID**, Professor of Graduate Psychology; B.A., Wheaton College; M.A., Ph.D., Fuller Theological Seminary
- BROWN, KNEELAND**, Director of Cultural Immersion Programs; B.A., M.A., Azusa Pacific University
- BROWN, STEPHEN**, Assistant Professor of Social Work; B.S., MSW, Jackson State University; Ed.D., University of La Verne
- BROWNE, KIMASI**, Associate Professor of Music; B.A., California State Polytechnic University; M.A., C.Phil., Ph.D., University of California, Los Angeles
- BRYAN, LEANSA**, Instructor of Teacher Education; B.A., Caribbean Wesleyan College; B.A., M.A., Azusa Pacific University
- BURLISON, JOHN**, Director of San Diego Regional Center, Assistant Professor; B.A., Azusa Pacific University; MBA, University of Phoenix
- BUSTRUM, JOY**, Associate Professor of Graduate Psychology; B.A., Biola University; M.A., Psy.D., Rosemead School of Psychology
- BUTLER, KENT ANDERSON**, Associate Professor of Art; B.S., Biola University; MFA, California State University, Fullerton
- CANARY, CHERYL ANNE**, Professor of Nursing; B.S.N., California State University, Los Angeles; M.N., Ph.D., University of California, Los Angeles
- CANNADAY, JESSICA**, Assistant Professor of Teacher Education; B.A., Drake University; M.A., University of Iowa; Ph.D., Capella University
- CARLSON, J. DAVID**, Associate Professor of Art; B.A., Azusa Pacific University; MFA, Vermont College of Union Institute & University
- CARLSON, RALPH**, Professor of English and Teaching English to Speakers of Other Languages; B.A., Seattle Pacific University; M.A., Ph.D., University of Oregon
- CARTER, JACK**, Associate Professor of Mathematics; B.S., M.S., University of Colorado; Ph.D., University of Lund, Sweden
- CATHEY, ROD**, Chair, Undergraduate Program, School of Music, Associate Professor of Music; B.A., M.A., Azusa Pacific University; DMA, Claremont Graduate University
- CATLING, WILLIAM**, Chair, Department of Art, Professor of Art; B.A., M.A., California State University, San Francisco; MFA, California State University, Fullerton
- CHAMBERLAIN, MICHAEL**, Assistant Professor, American Language and Culture Institute; B.A., University of New Hampshire; M.A.T., International School of Theology
- CHANDLER, JAN**, Assistant Professor of Nursing; BSN, Madonna College; MSN, California State University, Los Angeles
- CHEUNG, SIK-FAI (STEPHEN)**, Associate Professor of Graduate Psychology; B.A., University of Alberta; B.S.W., University of Calgary; M.A., United International University; Psy.D., Baylor University
- CHIANG, LINDA**, Professor of Education; B.S., Taiwan National Normal University; M.A., Ed.D., Ball State University
- CHRISTIAN, PAMELA**, Assistant Provost, Associate Professor; B.A., Seton Hall University; M.A., California State University, San Bernardino; Ph.D., Claremont Graduate University
- CHUNG, WENDY**, Associate Professor of Physical Therapy; B.S., MPT, DPTSc, Loma Linda University
- CLARK, SUSAN**, Director, American Language and Culture Institute, Instructor; B.S., Philadelphia College of Bible; M.A., Azusa Pacific University
- CLEMENTS, HEATHER ANN**, Professor of Theology and Philosophy; B.A., Mount Union College; M.A., Claremont School of Theology; Ph.D., Claremont Graduate University
- CLIFFT, JOEL**, Assistant Professor of Music; B.A., Azusa Pacific University; MM, University of Southern California
- CLOUSING, HAROLD**, Associate Professor of Music; B.A., Calvin College; M.A., California State University, Long Beach
- COCHRANE, STEPHEN**, Associate Professor of Special Education; B.A., M.A., Point Loma Nazarene University; Ph.D., Capella University

## 2008-09 UNDERGRADUATE CATALOG

- COLACHICO, DAVID**, Director of Faculty Development, Professor; B.A., Johnston State College; M.Ed., University of Vermont; Ph.D., Texas A&M University
- COLE, JUANITA**, Assistant Professor of Undergraduate Psychology; B.A., San Diego State University; M.A., Pepperdine University; Ph.D., Howard University
- CONE, PAMELA**, Assistant Professor of Nursing; BSN, Alderson-Broaddees College; MSN, Azusa Pacific University; Ph.D., University of California, San Francisco
- CONOVER, ROGER**, Associate Professor of Business and Management; B.A., Grinnell College; M.A., University of California, San Diego; Ph.D., University of California, Riverside
- CONTRUCCI, NANCY**, Associate Professor of Special Education; B.S., M.S., M.S.Ed., Illinois State University; Ph.D., University of Wisconsin
- COTTO-SILVA, RUTH**, Assistant Professor of School Counseling and School Psychology; B.A., University of Puerto Rico; M.A., Washington University; Ed.D., United States International University
- COTTON-ROBERTS, PAMELA**, Assistant Professor of Teacher Education; B.A., Chicago State University; M.S., Louis University; Ed.D., LaSalle University
- COULTER, GORDON**, Associate Professor of Graduate Ministry; B.A., Pasadena College; M.A., Azusa Pacific University; Ed.D., Biola University
- COX, MICHELLE R.**, Assistant Professor of School Counseling and School Psychology; B.A., University of La Verne; M.A., California State University, San Bernardino
- CRAWFORD, CHERYL**, Assistant Professor of Practical Theology; M.Div., Fuller Theological Seminary; M.S.Ed., University of Southern California
- CULP, JOHN**, Chair, Department of Theology and Philosophy, Professor of Theology and Philosophy; B.A., Greenville College; M.Div., Asbury Theological Seminary; M.A., Butler University; Ph.D., Claremont Graduate School
- DAICHENDT, G. JAMES**, Associate Professor of Art; B.A., Azusa Pacific University; MFA, Boston University; M.Ed., Harvard University
- DARNELL, JOSH**, Assistant Professor of Exercise and Sport Sciences/Athletics; B.A., Humboldt University; M.A., Fort Haynes University
- DAVIS, LAWRENCE BRENNAN**, Associate Professor of Business and Management; B.S., University of California, Los Angeles; MBA, The Wharton School
- DEAL, STANLEY**, Associate Professor of Accounting; B.A., Azusa Pacific University; M.S., Golden State University
- DEE, VIVIEN**, Professor of Nursing; B.S. Loma Linda University; MN, DNS, University of California, Los Angeles
- DELA CRUZ, FELICITAS**, Professor of Nursing; BSN, MN, University of the Philippines; DNSc, University of San Diego
- DIAL, MYRNA NOVILUNIO**, Assistant Professor of Nursing; B.S., M.A., Adventist University of the Philippines
- DICKEN, MELINDA A.**, Instructor of Nursing; B.S.N., Azusa Pacific University
- DOMNWACHUKWU, CHINAKA**, Chair, Department of Teacher Education, Professor of Education; B.Th., Nigerian Baptist Theological Seminary; M.A., Ph.D., Fuller Theological Seminary
- DOORN, DANIEL**, Associate Professor of Advanced Studies in Education; B.A., Calvin College; M.A., University of Pittsburgh; Ph.D., University of New Mexico
- DREWRY, ERIC**, Associate Professor of English; A.B., Princeton University; JD, Duke University; M.A., Ph.D., University of Delaware
- DUKE, ROBERT**, Assistant Professor of Biblical Studies; B.A. Multnomah Bible College; M.A., Jerusalem University College; M.A., Ph.D., University of California, Los Angeles
- DUKE, RUSSELL**, Acting Dean of the School of Theology, Professor; B.A., M.A.T., Ambassador College; MAIS, University of Texas in Tyler; Ph.D., The Union Institute and University
- DUNCAN, VIANN**, Instructor of Nursing; B.S.N., Baylor University; M.S.N., Texas Women's University
- DUNN, THOMAS**, Assistant Professor, High Sierra Program; B.A., M.A., California State University, Los Angeles
- EATON, HOLLI**, Associate Professor of Graduate Psychology; B.A., Tabor College; M.A., Psy.D., Azusa Pacific University
- EATON, MARK**, Professor of English; B.A., Whitworth College; M.A., Ph.D., Boston University
- ECK, BRIAN**, Chair, Department of Psychology, Professor of Psychology; B.A., Trinity College; M.A., Northwestern University, Illinois; M.A., Ph.D., Rosemead School of Psychology
- EDWARDS, PATRICIA**, Instructor of Music; B.M., M.M., University of Southern California
- ELLIOTT, DANIEL**, Associate Professor of Distributed Learning and Continuing Education; B.A., Azusa Pacific University; M.A., California State University, San Diego; Ed.D., University of Southern California
- ELOFSON, MATTHEW**, Assistant Professor of Practical Theology; B.A., Southeastern University; M.A., M.A., Ph.D., Fuller Theological Seminary
- ERISMAN, MARVIN**, Professor of Graduate Psychology; B.S.C., Bethany Bible College; M.Div., Fuller Theological Seminary; M.A., Ph.D., University of Southern California
- ESSELSTROM, DAVID**, Chair, Department of English, Professor of English; B.A., University of California, Los Angeles; M.A., California State University, San Francisco; Ph.D., University of Southern California
- EWING, VICKI**, Assistant Professor of Graduate Psychology; B.A., California State University, Fullerton; M.A., Phillips Graduate Institute
- FALL, RANDY**, Director of Faculty Evaluation, Professor; B.A., University of California, Berkeley; M.S., California State University, Hayward; Ph.D., University of California, Los Angeles
- FARR, SHIRLEY**, S.C.A.N. Program Coordinator, Assistant Professor of Nursing; B.S., California State University Dominguez Hills; MSN, California State University San Bernardino
- FEDORUK, CLAIRE S.**, Assistant Professor of Music; B.M., Pacific Lutheran University; MM, Eastman School of Music; DMA, University of Southern California
- FENWICK, STEPHANIE**, Director of Prior Learning Assessment, Instructor, Center for Adult and Professional Studies; B.S., Azusa Pacific University; M.A., National Louis University
- FINLAY, TIMOTHY**, Associate Professor of Graduate Biblical Studies; B.Sc., University of Exeter; B.A., Ambassador College; M.A.R., Azusa Pacific University; Ph.D., Claremont Graduate University
- FLANNERY, CHRISTOPHER**, Professor of Political Science; B.A., California State University, Northridge; M.A., The London School of Economics and Political Science, University of London; M.A., Ph.D., Claremont Graduate School
- FLORES, PAUL**, Director, Liberal Studies/Undergraduate Education K-8 Program, Assistant Professor of Liberal Studies; B.S., University of Southern California; M.Div., Fuller Theological Seminary
- FOLAND, RONALD**, Associate Professor of Educational Administration; B.S., M.S., University of California, Los Angeles; Ph.D., United States International University
- FORD, PHILIP**, Associate Professor of Exercise and Sport Science; B.S., Grand Canyon University; M.S., Boise State University; Ph.D., University of Southern Mississippi
- FORSSE, JAN R.**, Assistant Professor of Special Education; B.S., Abilene Christian University; M.S., The University of Tennessee
- FOWLER, MARSHA**, Senior Fellow and Professor of Ethics, Spirituality and Faith Integration, Center for Faith Integration; Diploma, Contra Costa College; B.S., M.S., University of California, San Francisco; M.Div., Fuller Theological Seminary; Ph.D., University of Southern California
- FOY, TAMI**, Assistant Professor of Advanced Studies in Education; B.S., M.A., National University
- FRANSON, TERRY**, Vice President for Student Life, Dean of Students, Professor of Exercise and Sport Science; B.A., M.A., California State University, Chico; Ph.D., University of Southern California
- FUJITANI, JAMES M.**, Assistant Professor of Modern Languages; B.A., University of California, San Diego; M.A., Ph.D., University of California, Santa Barbara
- FUNDERBURK, DUANE**, Dean, School of Music, Professor; BMA, Seattle Pacific University; MMA, Boston University; DMA, University of Southern California
- GANAS, MONICA**, Professor of Theater, Film, and Television; B.A., M.A., San Francisco State University; Ph.D., University of Kentucky
- GARLETT, FRED**, Dean, Center for Adult and Professional Studies, Professor; B.M.E., M.M., Emporia State University, Kansas; M.A., Ed.D., Teachers College, Columbia University
- GILBREATH, JOANNE**, Professor of Advanced Studies in Education; B.A., California State Polytechnic University, Pomona; M.Ed., Azusa Pacific University; Ed.D., Pepperdine University
- GIN, DEBORAH HEARN**, Assistant Professor of Graduate Ministry; B.S., M.M., University of Southern California; M.Div., Azusa Pacific University
- GIVENS, RUTH**, Associate Professor of Advanced Studies in Education; B.S., M.T.A., Tulsa University; Ed.D., Oklahoma State University
- GLYER, DIANA**, Professor of English; B.A., B.S., Bowling Green State University; M.S.Ed., Northern Illinois University; Ph.D., University of Illinois, Chicago
- GOEHNER, ELAINE**, Professor of Nursing; BSN, MSN, California State University, Los Angeles; Ph.D., Claremont Graduate School
- GONZALEZ, LISA**, Associate Professor, University Libraries; B.A., University of Illinois
- GRAHAM-HOWARD, MARJORIE**, Associate Professor of Graduate Psychology; B.A., University of Michigan; Ph.D., Fuller Graduate School of Psychology
- GRAY, DONAVON**, Professor of Music; B.A., Dordt College; M.A., University of Northern Iowa; DMA, University of Southern California
- GRAY, PAUL**, Vice Provost for Graduate Programs and Research, Dean, University Libraries, Professor; B.A., Faith Baptist Bible College; Th.M., Dallas Theological Seminary; M.A., Texas Women's University; M.S.L.S., Ed.D., East Texas State University
- GRIEGO, ORLANDO**, Associate Dean, School of Business and Management, Chair, MBA Program, Professor of Business and Management; B.A., San Jose State University; M.S., Golden Gate University; Ph.D., Colorado State University
- GRIESINGER, EMILY**, Professor of English; B.A., M.A., Baylor University; Ph.D., Vanderbilt University
- GUERRERO, JUAN**, Assistant Professor of Modern Languages; B.S., Universidad Nacional Pedro Henríquez, Urena, Dominican Republic; M.A., State University College, New York; M.Div., Golden Gate Baptist Theological Seminary; Ph.D., Biola University
- GUIDO, DIANE J.**, Vice Provost for Undergraduate Programs, Professor; B.A., Pepperdine University; MBA, Ph.D., Claremont Graduate University

## ADMINISTRATION AND FACULTY

- GUZMAN, CHRISTINE**, Director of Field Education, Assistant Professor of Social Work; BSW, Azusa Pacific University; MSW, University of Denver
- HAGMAIER, ANN**, Assistant Professor of Teacher Education; B.S., University of Louisville; M.S., University of La Verne; Ph.D., Claremont Graduate University
- HALE, BRADLEY**, Associate Professor of History and Political Science; A.B., Vassar College; M.A., Ph.D., University of Connecticut
- HALL, KATHERINE**, Assistant Professor of Nursing; B.S.N., M.S.N., University of Phoenix
- HAMILTON, JOHN**, Professor of Theater, Film, and Television; B.A., Calvin College; M.A., University of Maryland; Ph.D., University of Southern California
- HANES, PATRICIA**, Assistant Professor of Nursing; B.A., California State University, Northridge; MSN, California State University, Dominguez Hills; Ph.D., University of San Diego
- HANSEN-KYLE, LINDA L.**, Assistant Professor of Nursing; B.A., M.A., Humboldt State University; M.S., Chapman University; Ph.D., University of California, San Diego
- HARMEYER, DAVID**, Director of Library Research and Development, Professor, University Libraries; B.S., California State Polytechnic University, Pomona; M.A., Talbot School of Theology; M.L.S., University of California, Los Angeles; M.A., International School of Theology; Ed.D., Pepperdine University
- HARPER, JULIA**, Coordinator of Distributed Learning and Continuing Education; B.S., University of Hawaii; M.A., Seattle University; Ph.D., Oregon State University
- HARRELL, SHELLEY**, Assistant Professor, Darling Library; B.A., Azusa Pacific University; MLS, Catholic University of America
- HARTLEY, JOHN**, Professor of Graduate Biblical Studies; B.A., Greenville College; B.D., Asbury Theological Seminary; M.A., Ph.D., Brandeis University; post-graduate study, Harvard Divinity School
- HATTAR, HANEH MARIANNE**, Associate Dean of Graduate Programs and Research, School of Nursing; Chair, Ph.D. Program, Professor of Nursing; BSc, University of Jordan; M.N, University of California, Los Angeles; DNSc, University of California, San Francisco
- HEBEL, SUSAN**, Professor of Exercise and Sport Science; B.A., Biola University; M.A., California State University, Long Beach; Ed.D., Brigham Young University
- HEFNER, ANNA**, Associate Professor of Nursing; BSN, California State University, Los Angeles; MSN, California State University, Long Beach
- HEINLEIN, CATHERINE R.**, Assistant Professor of Nursing; B.S., California State University, Los Angeles; M.S., University of Southern California; Ed.D., University of La Verne
- HELM, ROXANNE**, Instructor of Business and Management; B.S., University of Phoenix; MBA, Azusa Pacific University
- HENCK, ANITA**, Associate Professor of Doctoral Higher Education; B.A., Indiana University; M.A., Ph.D., American University
- HERTIG, PAUL**, Professor of Global Studies and Sociology; B.A., University of Minnesota; M.Div., Ph.D., Fuller Theological Seminary
- HETZEL, JUDITH**, Associate Professor of Education; B.A., M.A., M.A., San Jose State University; Ed.D., University of Southern California
- HEUMIER, TIMOTHY**, Assistant Professor of Math and Physics; B.S., Angelo State University; M.S., University of Arkansas; Ph.D., Montana State University
- HILL, CATHERINE**, Assistant Professor of Nursing; BSN, MSN, California State University, Los Angeles
- HODGES, ABBY**, Assistant Professor of Biology and Chemistry; B.S., Denison University; M.S., Ph.D., Yale University
- HOUGHTON, GAIL**, Associate Dean of Assessment, School of Education; Professor of Education; B.S., California State University, Long Beach; M.S., California State University, Fullerton; Ph.D., United States International University
- HOUSKAMP, BETH**, Professor of Graduate Psychology; B.A., Calvin College; M.A., Fuller Theological Seminary; Ph.D., Fuller Graduate School of Psychology
- HSIA, CURTIS**, Associate Professor of Psychology; B.A., University of California, Los Angeles; M.A., Ph.D., Hofstra University
- HUANG, KEVIN**, Director of Undergraduate Research, Assistant Professor of Biology and Chemistry; B.S., University of California, Irvine; Ph.D., University of California, Davis
- HUGHES, DAVID**, Assistant Professor of Music; B.Mus., Biola University; M.M., DMA, University of Southern California
- HUGHES, LOU**, Director, Office of Sponsored Research and Grants, Associate Professor; B.A., M.A., California State University, Los Angeles; Ph.D., United States International University
- HULME, EILEEN**, Associate Professor of Doctoral Higher Education; B.S., Baylor University; M.A., Azusa Pacific University; Ph.D., University of Texas, Austin
- HUTCHINSON, JUDY**, Director, Center for Service Learning and Research, Professor; B.A., Olivet Nazarene College; M.A., Ph.D., University of California, Los Angeles
- ISAAK, DON**, Associate Dean, College of Liberal Arts and Studies, Professor; B.Sc., University of Redlands; M.Sc., Pennsylvania State University; Ph.D., University of California, Los Angeles
- IVANOV, ANDREA**, Associate Professor of English; B.A., University of Redlands; M.A., Ph.D., University of Southern California
- JENG, JAU-LIAN**, Professor of Business and Management; B.A., National Taiwan University; M.A., Rutgers University; Ph.D., University of California, San Diego
- JENSEN, MICHELLE**, Instructor of Music; B.M.A., M.M., University of Southern California
- JEWEL, RONALD**, Chair, Undergraduate Business Program, School of Business and Management; Assistant Professor of Business and Management; B.S., MBA, Arizona State University; M.Div., Talbot Theological Seminary
- JIANG, YING HONG**, Professor of Doctoral Studies in Education; B.A., Shanghai International Studies University; M.S., Fort Valley State University, Georgia; Ph.D., University of Wisconsin
- JORGENSEN, GORDON**, Director, Human Development Program, Center for Adult and Professional Studies; B.A., Biola University; M.A., Azusa Pacific University
- JULLERAT, STEPHANIE**, Associate Dean, School of Behavioral and Applied Sciences, Professor of Psychology; B.S., Kentucky Christian College; Ph.D., Temple University
- JUNG, AMY**, Instructor of Communication Studies; B.A., Taylor University; M.A., California State University, Los Angeles
- JURCHAN-RIZZO, JOANN**, Associate Professor of Teacher Education; B.S., San Diego State University; M.A., United States International University; Ed.D., Alliant International University
- KAAC, PAUL**, Assistant Professor of College Student Affairs and Organizational Leadership; B.A., California State University, Northridge; Ph.D., Andrews University
- KAISER, GREGORY**, Professor of Teacher Education; B.A., California State University, Fullerton; M.A., Ph.D., Claremont Graduate School
- KANTIOK, JAMES**, Professor of Advanced Studies in Education; B.A., Ahmadu Bello University, Zaria, Nigeria; M.Ed., University of Jos, Nigeria; M.A., Ph.D., Fuller Theological Seminary
- KEEN, CRAIG**, Professor of Theology and Philosophy; B.A., M.A., Southern Nazarene University; M.Div., Nazarene Theological Seminary; Ph.D., Claremont Graduate University
- KEEN, ELESHA**, Chair, Darling Library, Associate Professor, University Libraries; B.A., Trevecca Nazarene University; M.A., Tennessee State University; MLIS, Dominican University
- KEIFE, CHRIS**, Instructor of Exercise and Sport Science; B.A., California State University, Fullerton; M.S., Azusa Pacific University
- KERN, CHRISTINE TACHICK**, Associate Professor of English; B.A., Bethel College; M.A., Ph.D., University of Wisconsin
- KIM, YOUNG**, Assistant Professor of Nursing; BSN, University of Nursing, Korea; MSN, University of California, Los Angeles
- KING, MAJOR L.**, Professor of Nursing; B.S.N., California State University, Los Angeles; M.A., Webster University; M.S.N., Ph.D., University of California, Los Angeles
- KINNEAR, GUY**, Associate Professor of Art; B.A., Azusa Pacific University; MFA, San Francisco Art Institute
- KINNES, SCOTT**, Professor of Biology; B.S., Belhaven College; M.F., Ph.D., Duke University
- KIPLEY, DANIEL**, Assistant Professor of Business and Management; B.S., University of Phoenix; M.A., University of Redlands; DBA, Alliant International University
- KIRKLAND, VICTORIA**, Assistant Professor of Nursing; B.S.N., Northern Illinois University; M.S.N., University of Pittsburgh; Ph.D., Rutgers University
- KNECHT, GARY**, Associate Professor of Exercise and Sport Science; B.A., University of California, Santa Barbara; M.A., Sacramento State University
- KNIPPELMAYER, REBECCA J.**, Director of Graduate Academic Support, Assistant Professor; B.A., San Diego State University; M.A., Azusa Pacific University
- KOCH, WARREN**, Associate Professor of Theater, Film, and Television; B.A., George Fox University; M.A., Boston University; Ph.D., Regent University
- KOONS, CAROLYN**, Executive Director, Institute for Outreach Ministries, Professor of Religion; B.A., Azusa Pacific University; M.A., Pasadena College; M.R.E., Talbot Theological Seminary
- KOOPS, ALEXANDER**, Assistant Professor of Music; B.A., Calvin College; M.A., University of Colorado
- KOZUBEK, MICHAEL**, Assistant Professor of Music; B.M., De Paul University; M.M., University of Southern California
- KUMAGAI, KATHRYN**, Assistant Professor of Physical Therapy; B.S., California State University, Northridge; D.P.T., University of Southern California
- LAMBERT, CAROLE**, Director of Research, Professor; B.A., Mount Mercy College; M.A., University of Pittsburgh; Ph.D., University of California, Berkeley
- LAMBERT, DAVID**, Assistant Professor of History and Political Science; B.A., Georgetown University School of Foreign Service; M.A., University of Pittsburgh; MBA, Stanford University Graduate School of Business; Ph.D., Claremont Graduate University
- LAMBERT, STEPHEN**, Assistant Professor of Psychology; B.S., Lynchburg Baptist University; M.S., California State University, Fullerton; M.Div., Fuller Theological Seminary; Psy.D., Alliant International University
- LAMKIN, BRYAN**, Director, General Studies Program, Professor of History; B.A., University of Washington; M.A., M.Div., Trinity Evangelical Divinity School; Ph.D., University of California, Riverside
- LANDERS, JOHN DAVID**, Assistant Professor of Teacher Education; B.A., M.A., Azusa Pacific University
- LARSEN, SUSAN**, Associate Professor of Social Work; B.S., California State University, Fullerton; M.S.W., California State University, Long Beach; Ph.D., Claremont Graduate School

## 2008-09 UNDERGRADUATE CATALOG

**LARSON, LINNEA C.**, Assistant Professor of Undergraduate Psychology; B.S., Cornell University; M.P.H., University of North Carolina at Chapel Hill; M.A., Theology, Fuller Theological Seminary; M.A., Ph.D., Psychology, Fuller Theological Seminary

**LATUNDE, YVETTE L.**, Assistant Professor of Special Education; B.A., California State University, Sacramento; M.A., Clark Atlanta University; Ed.D., Nova Southeastern University

**LAWRENCE, DONALD**, Professor of Graduate Physical Education; B.S., The King's College; M.Ed., East Stroudsburg State College; Ph.D., Brigham Young University

**LAWRENCE, SUZANNE MALIA**, Associate Professor of Advanced Studies in Education, B.A., University of Hawaii; M.A., San Diego State University; Ph.D., University of Tennessee

**LAWSON, DANIEL**, Associate Professor of Doctoral Studies in Education; B.A., M.A., California State University, Los Angeles; Ph.D., Claremont Graduate School

**LAYMON, MICHAEL**, Chair, Department of Physical Therapy, Professor of Physical Therapy; B.A., California State University, Northridge; B.S., MPT, DPTSc, Loma Linda University

**LEAHY, ELIZABETH**, Chair, Stamps Theological Library, Professor, Theological Bibliography and Research; Associate University Librarian; B.S., Pepperdine University; M.L.S., University of Maryland; M.A.T., Fuller Theological Seminary

**LEE, JEFFREY**, Assistant Professor of Teacher Education; B.A., University of Massachusetts; M.A., Pepperdine University

**LEE, MICHAEL**, Instructor of Music; B.A., Azusa Pacific University; M.A., Talbot School of Theology

**LEES, SUSAN**, Assistant Professor of Counseling and School Psychology; B.A., University of Southern California; M.A., Azusa Pacific University; Psy.D., Alliant International University

**LEHMAN, SHARON**, Chair, Department of Exercise and Sport Science, Associate Professor of Exercise and Sport Science; B.A., M.A., Azusa Pacific University; Ed.D., United States Sports Academy

**LEMASTER, GARY**, Vice President for People and Organizational Development, Associate Professor; B.A., Pasadena College; M.Ed., North Adams State College, Massachusetts; M.S., Chapman University; Ph.D., Regent University

**LESLIE, JUSTIN**, Head Basketball Coach in Athletics and the Department of Exercise and Sport Science; B.S., M.B.A., Azusa Pacific University

**LIANG, XIANZHONG (SHELDON)**, Assistant Professor of Computer Science; B.S., Dalian Maritime University; M.S., Wuhan Digital Engineering Institute; Ph.D., Chinese Academy of Sciences

**LINCOLN, ROBIN JILL**, Assistant Professor of Theater, Film, and Television; B.F.A., Southern Methodist University; M.A., California State University, Los Angeles

**LIVINGSTON, JENNIFER**, Assistant Professor of Exercise and Sport Science; B.S., Waynesburg College; M.S., University of Pittsburgh

**LONGMAN, KAREN**, Professor of Doctoral Higher Education; B.A., Albion College; M.A., Trinity Evangelical Divinity School; M.A., Ph.D., University of Michigan

**LOSIE, LYNN ALLAN**, Chair, Department of Biblical Studies (Graduate), Associate Professor of Graduate Theology, Biblical Studies; B.S., Wheaton College; B.D., Ph.D., Fuller Theological Seminary

**LOUQUE, ANGELA**, Associate Dean of Academic Affairs; Professor, School of Education; B.A., University of California, Los Angeles; M.A., Loyola Marymount University, Los Angeles; Ed.D., Pepperdine University

**LOWERY, ADRIEN**, Associate Professor of English, and Director, Writing Center; B.A., Biola University; M.A., Ph.D., University of Southern California

**LUNA DE LA ROSA, MARI**, Assistant Professor of College Student Affairs and Organizational Leadership; B.A., University of California, Santa Barbara; M.P.A., Arizona State University; Ph.D., Claremont Graduate University

**LUNDBERG, CAROL**, Professor of College Student Affairs and Organizational Leadership; B.A., University of California, Irvine; M.A., Azusa Pacific University; Ph.D., Claremont Graduate University

**MALAKYAN, PETROS G.**, Associate Professor, Director of Operation Impact Program; M.A., M.A., Ph.D., Fuller Theological Seminary

**MALCOLM, THOMAS**, Professor of Psychology; B.A., University of California, Riverside; M.A., University of California, Berkeley; M.A., Fuller Theological Seminary; Ph.D., Fuller Graduate School of Psychology

**MANNOIA, KEVIN**, Director of Spiritual Care for Graduate and Adult Students, Professor; B.A., Roberts Wesleyan College; M.Div., Trinity Evangelical Divinity School; Ph.D., North Texas State University

**MARCOS, TERI**, Chair, Department of Educational Leadership, Associate Professor of Educational Leadership; B.S., California State Polytechnic University, Pomona; M.A., Azusa Pacific University; Ed.D., University of La Verne

**MARTIN, JUDITH**, Instructor of Nursing; BSN, University of New Hampshire; MSN/Ed., University of Phoenix

**MARTIN, LOREN**, Professor of Undergraduate Psychology; B.S., Olivet University; Ph.D., University of Tennessee

**MARTIN, ROBERT**, Professor of Education; B.A., M.S., California State University, Fullerton; M.S., University of La Verne; Ph.D., University of Southern California

**MARTINEZ, RICHARD**, Associate Professor of Advanced Studies in Education; B.A., M.A., California State Polytechnic University, Pomona; Ph.D., University of La Verne

**MATTHEWS, KEITH**, Director of Field Education, Professor of Graduate Ministry; B.A., Cal Poly San Luis Obispo; M.Div., D.Min., Fuller Theological Seminary

**MAYNARD, KAREN**, Director of Student Services, Assistant Professor of Social Work; B.S., M.A., Azusa Pacific University

**MAZZA, EDMUND**, Associate Professor of History and Political Science; B.A., Queens College of the City University of New York; M.A., Ph.D., Graduate School of the City University of New York

**MCBRIDE, NEAL**, Director, Center for Assessment, Professor; B.A., M.A., Biola University; M.S., Ed.D., Indiana University; Ph.D., Oregon State University

**MCCORMICK, RAY**, Professor of Communication Studies; B.A., M.A., California State University, Long Beach; M.Div., Reformed Theological Seminary; Ph.D., University of Southern California

**MCCOY, BRADLEY K.**, Assistant Professor of Math and Physics; B.S., California Institute of Technology; Ph.D., University of Minnesota

**MCGILL, DAVE**, Professor of Art; B.A., University of Redlands; MFA, California State University, Fullerton

**MCHEMRY, BART**, Chair, Department of Theater, Film, and Television, Professor of Theater, Film, and Television; BFA, University of Southern California; MFA, University of California, Irvine

**MCINTIRE, DAVE**, Professor of College Student Affairs and Organizational Leadership; B.A., West Virginia Wesleyan College; M.A., Ed.D., West Virginia Wesleyan University

**MCKNIGHT, CYNTHIA**, Associate Professor of Exercise and Sport Science; B.S., Ball State University; M.Ed., University of Cincinnati; Ph.D., University of Toledo

**MCPHEE, CATHY**, Assistant Professor of Nursing; B.S.N., California State University, Fullerton; M.S.N., Azusa Pacific University

**MERRICK, TERI**, Associate Professor of Theology and Philosophy; B.A., California State University, Fullerton; M.A., Ph.D., University of California, Irvine

**MILHON, JON**, Professor of Biology and Chemistry; B.S., Azusa Pacific University; Ph.D., University of Southern California

**MINTAH, JOSEPH**, Professor of Advanced Studies in Education, Graduate Physical Education; B.A., University of Cape Coast; M.A., Ed.D., University of Northern Iowa

**MIYAHARA, DAVID**, Associate Professor of Sociology; B.A., B.A., University of California, Irvine; M.A., M.A., Ph.D., Stanford University

**MOOREFIELD, GRACE E.**, Assistant Professor of Nursing; B.S., California State University, Los Angeles; MSN, Azusa Pacific University

**MORANO, TODD A.**, Associate Professor of Teacher Education; B.A., San Diego State University; M.A., Point Loma Nazarene College; Ed.D., Alliant International University

**MORRIS, JOSHUA**, Assistant Professor of Biology and Chemistry; B.S., California State Polytechnic University, Pomona; Ph.D., University of California, Los Angeles

**MORRISON, DAVID**, Chair, Department of School Counseling and School Psychology, Associate Professor of School Counseling and School Psychology; Ed.D.

**MULLINS, ROBERT**, Assistant Professor of Biblical Studies; B.A., Southern California College; M.A., Fuller Theological Seminary; Ph.D., Hebrew University of Jerusalem

**MURRAY, TAMSEN**, Executive Director, Office of Christian Leadership and Vocation, Associate Professor; B.A., University of Oklahoma; M.R.E., Lincoln Christian Seminary; M.A., Fuller Theological Seminary; Ph.D., Regent University

**MUSA, BALA**, Associate Professor of Communication Studies; B.A., University of Nigeria; M.S.C., University of Lagos, Nigeria; Ph.D., Regent University

**MUTHIAH, ROBERT A.**, Associate Professor of Graduate Theology; B.A., Taylor University; M.Div., Northern Baptist Theological Seminary; Ph.D., Fuller Theological Seminary

**NEUFELD, DON**, Associate Professor of Music; B.A., Pasadena College; M.A., California State University, Fullerton

**NEWMAN, DANIEL J.**, Associate Professor of Graduate Theology; B.A., Azusa Pacific University; M.A., Christian Theological Seminary Divinity School, Seoul, Korea; M.A., Ph.D., Fuller Theological Seminary

**NEY, SUSAN**, Associate Professor of Art; B.A., Scripps College; M.A., Claremont Graduate School

**NOBLE, CHRISTOPHER**, Professor of English; B.A., Westmont College; M.A., Ph.D., University of California, Irvine

**NOFTLE, JAMES**, Associate Professor of Teacher Education; B.S., Eastern Nazarene College; M.Ed., Lynchburg College; Ed.D., Nova Southeastern University

**NWORIE, BENNETT**, Professor of Teacher Education; B.Ed., University of Benin; B.S., University of Nigeria; M.A., M.Div., Criswell College; M.S., University of North Texas

**OBBERMEYER, SARAH A.**, Instructor of Nursing; B.S.N., Hope College; M.S.N., Frontier School of Midwifery and Family Nursing

**ODA, ALAN**, Professor of Undergraduate Psychology; B.S., University of California, Davis; M.A., Ph.D., University of California, Riverside

**ODELL, ANNE PATRICIA**, Assistant Professor of Nursing; B.S.N., Regents College; M.S.N., University of Southern California

## ADMINISTRATION AND FACULTY

- ODELL, WILLIAM**, Athletic Director, Assistant Professor of Exercise and Sport Science; B.A., Westmont College; M.A., University of Southern California
- OKHOLM, DENNIS**, Professor of Theology and Philosophy; B.A., Wheaton College; M.A. M.Div., Trinity Evangelical Divinity School; Th.M., Ph.D., Princeton Theological Seminary
- OLVERA, PEDRO**, Assistant Professor of School Counseling and School Psychology; B.A., San Diego Christian College; M.A., Azusa Pacific University; Psy.D., Alliant International University
- OROPEZA, BRISIO**, Assistant Professor of Biblical Studies; B.A., Northern California Bible College; M.A., Simon Greenleaf School of Law; M.M., Fuller Theological Seminary; Ph.D., University of Durham
- O'SULLIVAN, SHERYL**, Professor of English; B.S., Ed.D., Ball State University; M.S., Southern Illinois University
- OTTO, KENNETH**, Associate Professor, Technical Services Librarian; B.A., M.S., Azusa Pacific University; M.L.I.S., University of Texas
- PACINO, MARIA**, Chair, Department of Advanced Studies in Education, Professor of Education; B.A., M.L.S., Ed.D., Ball State University
- PALM, DAN**, Chair, Department of History and Political Science, Professor of Political Science; B.A., Augustana College; M.A., University of Chicago; Ph.D., Claremont Graduate School
- PARHAM, THOMAS**, Professor of Theater, Film, and Television; B.S., U.S. Naval Academy; M.A., Ph.D., Regent University
- PARK, DANIEL**, Associate Professor of Business and Management; B.A., Pusan National University; MBA, Ph.D., University of Oklahoma
- PARK, HAE SEONG**, Professor of Doctoral Studies in Education; B.A., M.Div., Chongshin University; M.C.E., Th.M., Reformed Theological Seminary; Ph.D., Louisiana State University
- PARK, JOHN S.**, Special Assistant to the President, Professor of Graduate Theology and Ethics; B.A., Dong-A University; M.Div., Fuller Theological Seminary; Th.M., Princeton Theological Seminary; M.A., Ph.D., Claremont Graduate University
- PAWLEY, DANIEL**, Associate Professor of Communication Studies; B.A., University of South Florida; M.A., Northern Illinois University; Ph.D., University of Edinburgh
- PEIRCE, CAROL (CARRIE)**, Associate Professor of Global Studies and Sociology; B.A., Barrington College; M.Ed., M.A., Ph.D., Bowling Green State University
- PENSON, PAMELA**, Assistant Professor of Business and Management; B.S., California State Polytechnic University, Pomona; MBA, Pepperdine University
- PERRY, PATRICIA E.**, Instructor of Nursing; BSN, University of Southern California; MSN, California State University, Dominguez Hills
- PFEIFFER, JANE M.**, Assistant Professor of Nursing; B.S., Kansas State University; B.S.N., Wichita State University; M.S.N., Loma Linda University School of Nursing; M.A., New College Berkeley for Advanced Christian Studies
- POKRIFKA-JOE, JUNIA**, Associate Professor of Biblical Studies; B.A., University of Denver; M.Div., Gordon-Conwell Theological Seminary; S.T.M., Yale Divinity School; Ph.D., University of St. Andrews
- POZZA, RENEE**, Associate Dean, School of Nursing, Associate Professor of Nursing; BSN, MSN, Azusa Pacific University
- PRITCHARD, RICHARD**, Chair, Department of Practical Theology, Professor of Christian Ministries; B.A., Eastern Nazarene College; M.Div., Nazarene Theological Seminary; M.Ed., Boston University; D.Min., Fuller Theological Seminary
- PUCHBAUER, DIANE**, Assistant Professor of Graduate Psychology; B.A., Biola University; Ph.D., Azusa Pacific University
- PUSZTAI, JULIA A.**, Instructor of Nursing; B.S.N., M.S.N., Azusa Pacific University
- QUAST, DEBRA**, Chair, Marshburn Library, Associate Professor, University Libraries; B.A., University of California; M.S.L.S., California State University, Fullerton; M.A., Azusa Pacific University
- QUINN, CHRISTOPHER**, Chair, Doctoral Studies in Education, Associate Professor of Doctoral Studies in Education; B.S., Waynesburg College; M.S., National University; Ed.D., University of Southern California
- RAWLINGS, MARY**, Chair, Department of Social Work, BSW Program Director, Associate Professor of Social Work; B.A., Azusa Pacific University; MSW, University of Southern California
- REEDER, GAIL**, Professor of Teacher Education; B.S., M.Ed., Ph.D., University of Nebraska
- REEVES, KEITH**, Professor of Biblical Studies; B.A., Bartlesville Wesleyan College; M.Div., Asbury Theological Seminary; Ph.D., Union Theological Seminary, Virginia
- REIBLING, LYLE**, Professor of Computer Science; B.S., Lawrence Technological University; M.S., Western Michigan University; Ph.D., Michigan State University
- REID, KEVIN**, Assistant Professor of Exercise and Sport Science/Athletics; B.S., M.A., Azusa Pacific University
- REID-MARTINEZ, KATHALEEN**, Vice President for Non-Traditional and Experiential Learning, Professor; B.A., University of Maryland; M.A., Ph.D., University of Denver
- REIMER, KEVIN**, Professor of Graduate Psychology; B.A., University of California, Davis; M.Div., Regent College; Ph.D., Graduate School of Psychology, Fuller Theological Seminary
- REYNOLDS, REMA**, Assistant Professor of School Counseling and School of Psychology; B.A., Western Michigan University; M.S., National University
- REYNOLDS, RODNEY**, Professor of Communication Studies; B.A., California Polytechnic State University, San Luis Obispo; M.A., Arizona State University; Ph.D., Michigan State University
- RICHARDSON, GREGORY D.**, Assistant Professor of Special Education; B.S., Southern Arkansas University; MBA, LeTourneau University; M.Ed., Administration, M.Ed., Special Education, Azusa Pacific University
- RICHART, SARAH**, Assistant Professor of Biology and Chemistry; B.S., University of Illinois; Ph.D., Colorado State University
- RICHMOND, KARLA**, Associate Professor of Nursing; B.S., California State University, Long Beach; MSN, Azusa Pacific University; Ph.D., University of San Diego
- ROBINSON, IRENE**, Associate Chair, Marshburn Library, Associate Professor; B.A., Fairleigh Dickinson University; M.L.S., Rutgers University; M.A., Azusa Pacific University
- ROBINSON-NEAL, ANDRÉ**, Director, Inland Empire Regional Center; B.A., Rutgers University; M.Ed., Temple University
- ROBISON, RICHARD**, Chair, Department of Global Studies, Sociology, and TESOL, Professor of Global Studies, Sociology, and TESOL; S.B., Massachusetts Institute of Technology; M.Div., Gordon-Conwell Theological Seminary; M.A., Ph.D., University of California, Los Angeles
- ROE, REBECCA**, Associate Professor of Art; A.B., Occidental College; MFA, University of Illinois, Urbana-Champaign
- ROSEN, SCOTT**, Reference Librarian, Marshburn Library, Associate Professor; B.A., University of California, Santa Barbara; M.A., University of California, Los Angeles; M.L.S., California State University, San Jose
- ROSSI, JR., MAXIMO**, Professor of Modern Languages; B.A., King's College; M.A., Syracuse University; Ph.D., City University of New York
- ROYSE, DENNIS**, Chair, Graduate Program, School of Music, Professor of Music; B.A., Pasadena College; M.A., California State University, Los Angeles; Ph.D., Claremont Graduate School
- RUCKER, DONALD**, Director of High Desert Regional Center; B.A., Olivet Nazarene University; M.A., D.Min., Nazarene Theological Seminary
- RUSSELL, ALEXANDER**, Instructor of Music; B.A., Azusa Pacific University; M.M., Cleveland Institute of Music
- SAGE, ROBERT**, Professor of Music; B.A., Loma Linda University; M.M., DMA, University of Southern California
- SAMBASIVAM, SAMUEL**, Chair, Department of Computer Science, Professor of Computer Science; B.S., University of Madras, India; M.S., University of Mysore, India; M.Phil., Indian Institute of Technology, Delhi, India; M.S., Western Michigan University; Ph.D., Moscow State University, Russia
- SANCHEZ WALSH, ARLENE**, Associate Professor of Graduate Ministry; B.A., California State University, Los Angeles; M.A., Ph.D., Claremont Graduate University
- SANFORD, MARK L.**, Instructor of Practical Theology; B.A., Eastern Nazarene College; M.Div., Nazarene Theological Seminary
- SANTA CRUZ, VICTOR**, Instructor of Exercise and Sport Science/Athletics; B.A., University of Hawaii
- SCHMIDT, CHRISTOPHER**, Associate Professor of Exercise and Sport Science; B.A., Whittier College; M.Sc., University of Arizona; Ph.D., University of Southern Mississippi
- SCHREINER, LAURIE**, Chair, Department of Doctoral Higher Education, Professor of Doctoral Higher Education; B.A., Milligan College; Ph.D., University of Tennessee
- SCORGIE, KATHRYN**, Professor of Education; B.S., Ohio State University; M.A., Western Michigan University; M.A., Wheaton College; Ph.D., University of Alberta, Canada
- SCOTT, LANE**, Assistant to the Dean, Chair, Department of Theology and Ethics, Professor of Graduate Theology and Ethics; B.A., Asbury College; B.D., Asbury Theological Seminary; M.A., Ph.D., Emory University
- SCOTT, SHERYN T.**, Chair, Department of Graduate Psychology, Professor of Graduate Psychology; B.A., University of California, Berkeley; M.A., Chapman College; M.A., Ph.D., Fuller Theological Seminary
- SETTERLUND, KIMBERLY LOUIS**, Director of Field Education, Assistant Professor of Social Work; B.A., University of California, Riverside; MSW, California State University, Long Beach
- SHACKLETON, PHILIP**, Professor of Music; B.A., Anderson College; M.M., University of the Pacific; DMA, Claremont Graduate University
- SHORE, SUSAN**, Professor of Physical Therapy; B.Sc., University of Wisconsin; M.S., University of Minnesota; Ph.D., University of Toronto
- SHRIER, CAHLEEN**, Professor of Biology and Chemistry; B.A., Southern California College; M.S., Ph.D., Loma Linda University
- SHRIER, PAUL**, Professor of Practical Theology; B.A., University of Waterloo; M.A., Ph.D., Fuller Theological Seminary
- SIMMEROK, BRUCE**, Director of Distributed Learning and Continuing Education, Professor; B.A., Taylor University; M.A., Indiana State University; Ph.D., University of Southern California
- SIMMS, WILLETTA TOOLE**, Associate Professor of Biology; B.S., Stillman College; Ph.D., Purdue University

## 2008-09 UNDERGRADUATE CATALOG

- SIMPSON, ROB**, Director, High Sierra Program, Instructor; B.A., M.Ed., Azusa Pacific University
- SKALNIK, PATRICIA**, Associate Professor of Business and Management; B.A., MBA, National University; DBA, United States International University
- SLAVIN MILLER, SHARYN**, Chair, Department of College Student Affairs and Organizational Leadership, Associate Professor of College Student Affairs and Organizational Leadership; B.S., California State Polytechnic University, Pomona; M.A., Southern Connecticut State College; M.A., Ph.D., University of Southern California
- SLIMBACH, RICHARD**, Professor of Global Studies, Sociology, and TESOL; B.A., Humboldt State University; M.A., William Carey International University; Ph.D., University of California, Los Angeles
- SMITH, KATHRYN**, Chair, Department of Biblical Studies (Undergraduate), Professor of Biblical Studies; B.A., University of Washington; M.A., Ph.D., Claremont Graduate School
- SMITH, MICHAEL C.**, Associate Professor of Theater, Film and Television; B.A., Wheaton College; MFA, University of Southern California
- SMITH-BEZJIAN, ILENE**, Dean, School of Business and Management, Professor of Management and Marketing; B.S., California State University, Los Angeles; MBA, Azusa Pacific University; DBA, United States International University
- SOLÓRZANO, AROLDO**, Chair, Department of Modern Languages, Assistant Professor of Modern Languages; B.A., Asbury College; M.A., University of Texas, Austin
- SORENSEN, KAREN**, Assistant Professor of Communication Studies; B.A., Azusa Pacific University; M.A., Regent University
- SPALDING, BRUCE**, Chair, Department of Biology and Chemistry, Professor of Biology and Chemistry; B.S., California Institute of Technology; Ph.D., University of Washington
- SPOMER, MICHELLE**, Associate Professor of Stamps Theological Library; B.A., University of Washington; M.Div., Golden Gate University; MLIS, San Jose State University
- STANTON, MARK**, Dean, School of Behavioral and Applied Sciences, Professor; B.A., Pacific Christian College; M.Div., Ph.D., Fuller Theological Seminary
- STROTHER, STUART**, Professor of Business and Management; B.A., Dallas Baptist University; MBA, Indiana Wesleyan University; Ph.D., University of Louisville
- STUARD, VICTORIA**, Associate Director, Learning Enrichment Center, Assistant Professor; B.S., M.A., Azusa Pacific University; Ed.D., Pepperdine University
- SUMNER, SARAH**, Professor of Graduate Theology and Ethics; B.A., Baylor University; M.A., Wheaton College; Ph.D., Trinity Evangelical Divinity School
- SUTTON, JOHN**, Assistant Professor of Music; B.A., Northwest College; M.A., San Jose State University
- SVAGDIS, PAUL**, Assistant Professor of Exercise and Sport Science/Athletics; B.A., M.A., Tufts University
- SZETO, THEODORE**, Chair, Department of Math and Physics, Associate Professor of Math; B.S., M.A., Ph.D., University of California, Los Angeles
- TALLMAN, KATHLEEN G.**, Associate Professor of Biology and Chemistry; B.A., Pt. Loma Nazarene College; Ph.D., Ohio State University
- TANGENBERG, KATHLEEN**, Chair, Department of Social Work, MSW Program Director, Professor of Social Work; B.A., MSW, University of Texas; Ph.D., University of Washington
- TANIS, CYNTHIA**, Assistant Professor of Advanced Studies in Education; B.A., M.Ed., Azusa Pacific University
- THOMAS, ROBERTA**, Assistant Professor of Graduate Psychology; B.A., M.S., California State University, Fullerton
- THOMPSON, JAMES**, Associate Professor of Art; B.A., Point Loma Nazarene College; M.A., California State University, Long Beach; Ed.D., Illinois State University
- THORSEN, DONALD**, Professor of Graduate Theology; B.A., Stanford University; M.Div., Asbury Theological Seminary; Th.M., Princeton Theological Seminary; M.Phil., Ph.D., Drew University
- THORSOS, NILSA**, Chair, Department of Special Education, Associate Professor of Special Education; B.A., University of Puerto Rico; M.S., Fordham University; Ph.D., University of New Mexico
- TIAN, BAOZHONG**, Assistant Professor of Computer Science; B.S., Huazhong University of Science & Technology; M.S., Peking University; M.S., Lakehead University; Ph.D., University of Western Ontario, London, Ontario, Canada
- TISDALE, THERESA**, Professor of Graduate Psychology; B.A., Radford University; M.A., Ph.D., Biola University
- TORRY, ADRIENNE**, Assistant Professor of Teacher Education; B.A, Azusa Pacific University; M.A., Azusa Pacific University
- TRACIE, RACHEL**, Assistant Professor of Theater, Film, and Television; B.A., Trinity Western University; M.A., University of Alberta; Ph.D., University of London, UK
- TSAI, ANNIE**, Assistant Professor of Undergraduate Psychology; B.A., University of California, Los Angeles; M.A., Ph.D., Stanford University
- TULLENERS LESH, AJA**, Dean, School of Nursing, Professor of Nursing; BSN, MN, University of California, Los Angeles; Ph.D., Claremont Graduate School
- TYSON, SHERYL**, Professor of Nursing; B.A., California State University, Northridge; B.S.N., M.N., Ph.D., University of California, Los Angeles
- UNDERWOOD, JULIA**, Professor of Business and Management; B.A., California State University, Fullerton; M.S., Ph.D., California School of Professional Psychology
- VANDERSLUIJS, MELORA GIARDETTI**, Associate Dean, College of Liberal Arts and Sciences; Professor; B.A., University of New Mexico; M.A.T., University of Iowa; Ph.D., Indiana University of Pennsylvania
- VAN DOVER, LESLIE**, Chair, Master's Program, School of Nursing, Professor of Nursing; BN, University of New Brunswick; MScN, University of Western Ontario; Ph.D., University of Michigan
- VENEY, CLOETTA (CLOE)**, Director, Los Angeles Regional Center, Assistant Professor; B.A., University of California, Los Angeles; M.A., California State University, Dominguez Hills; Ph.D., Claremont Graduate University
- VOUGA, ROBERT**, Associate Professor of Education; A.B., Pasadena College; M.A., California State University, Los Angeles; Ed.D., University of Southern California
- WALKEMEYER, KENTON**, Director of the Friends Center, Associate Professor of Graduate Ministry; B.A., Friends University; M.Div., D.Min., Azusa Pacific University
- WALLACE, GAIL**, Assistant Professor of Center for Adult and Professional Studies; BSN, M.A., Azusa Pacific University; Ph.D., Walden University
- WALSH, JENNIFER**, Professor of History and Political Science, B.A., University of California, Riverside; M.A., Ph.D., Claremont Graduate University
- WALTERS, THOMAS**, Associate Professor of Biology and Chemistry, Center for Adult and Professional Studies; B.A., Walla Walla College; Ph.D., Stanford University
- WARREN, SUSAN**, Professor of Advanced Studies; B.A., Pitzer College; M.A., Claremont Graduate School; Ph.D., Claremont Graduate University
- WATERS, KENNETH**, Associate Dean, School of Theology, Professor of Biblical Studies; B.A., Paul Quinn College; M.Th., Southern Methodist University; Ph.D., Fuller Theological Seminary
- WEAVER, MELANIE**, Associate Professor of Art; B.S., Biola University; MFA, University of North Texas
- WEBBER, CARRIE**, Assistant Professor of Exercise and Sport Science; B.A., M.A., California State University, Chico
- WEEKS, DAVID**, Dean, College of Liberal Arts and Sciences, Professor; B.A., Marion College; M.A., Indiana State University, Terre Haute; Ph.D., Loyola University, Chicago
- WELSH, ROBERT**, Director, Psy.D. Program, Associate Professor of Graduate Psychology; B.A., M.A., Ph.D., Biola University
- WENTLAND, STEVEN**, Associate Professor of Liberal Studies; B.A., Fresno Pacific University, M.A., University of La Verne; Ed.D.O.L., Pepperdine University
- WERTHMULLER, KURT**, Assistant Professor of History and Political Science; A.M., Harvard University; Ph.D., University of California, Santa Barbara
- WHITE, JAMES**, Professor of Chemistry; B.A., Fresno Pacific College; M.S., Ph.D., University of the Pacific
- WHITE, ROGER**, Professor of Graduate Ministry and Theological Library; B.S., East Tennessee State University; M.C.E., M.Ed., Reformed Theological Seminary; Ed.D., University of Tennessee
- WHYTE, MICHAEL**, Provost, Professor; B.S., United States Air Force Academy; M.S., Ph.D., University of Southern California
- WICKMAN, LESLIE**, Director, Center for Research in Science, Professor; B.A., Willamette University, Oregon; M.S., Ph.D., Stanford University
- WILCOX, KIMBERLEY**, Instruction Librarian, Darling Library, Assistant Professor; B.A., Point Loma Nazarene University, M.L.I.S., University of California, Los Angeles
- WILKENS, STEVE**, Professor of Theology and Philosophy; B.A., Tabor College; M.A., Ph.D., Fuller Theological Seminary
- WILLIAMS, DAVID**, Associate Professor of Theology and Philosophy; B.A., Bethel College; M.A., San Francisco State University; Ph.D., University of Utah
- WILLIAMS, HELEN EASTERLING**, Dean, School of Education, Professor; B.S., Jersey City State University; M.S., Towson State University; Ed.D., University of Delaware
- WILLIS, WILLIAM JAMES**, Chair, Department of Communication Studies, Professor of Communication Studies; B.A., University of Oklahoma; M.A., East Texas State University; Ph.D., University of Missouri
- WILLMER, BRIAN**, Assistant Professor of Exercise and Sport Science; B.A., M.A., University of California, Los Angeles
- WILSON, JANE TAYLOR**, Assistant Professor of Teacher Education; B.A., University of Washington; M.A., Ph.D., University of California, Santa Barbara
- WINSLOW, KAREN STRAND**, Director, Free Methodist Center, Associate Professor of Graduate Biblical Studies; B.A., Seattle Pacific University; M.A.R., Asbury Theological Seminary; Ph.D., University of Washington
- WINSTON, JACQUELYN E.**, Assistant Professor of Theology and Philosophy; B.A., M.A., Azusa Pacific University; Ph.D., Claremont Graduate University
- WITMER, MATTHEW L.**, Assistant Professor of Educational Leadership; B.A., Vanguard University; M.A., Ed.D., Azusa Pacific University
- WOLF, PHIL**, Instructor of Exercise and Sport Science; B.A., M.A., Wheaton College
- WOOD, GARY**, Associate Professor of Mathematics and Physics; B.A., Anderson College; M.S., Miami University

## ADMINISTRATION AND FACULTY

**WONG, JEANETTE**, Director, Office of Academic Advising, Professor; B.A., Whittier College; M.M., DMA, University of Southern California

**WONG, MARY**, Director of the TESOL Program, Associate Professor; B.A., Westmont College; M.A., University of California, Los Angeles; M.A., Azusa Pacific University; Ph.D., University of Southern California

**WONG, MICHAEL**, Associate Professor of Physical Therapy; B.S., Pacific Union College; M.P.T., D.P.T., Loma Linda University

**WOOD, GARY**, Associate Professor of Mathematics and Physics; B.A., Anderson College; M.S., Miami University

**WOODRUFF, DAVID**, Associate Professor of Theology and Philosophy; B.A., Westmont College; M.A., Ph.D., Syracuse University

**YARCHIN, WILLIAM**, Professor of Biblical Studies; B.A., Southern California College; M.A., Ph.D., Claremont Graduate School

**YAU, JENNY**, Professor of Doctoral Studies in Education; B.A., University of Waterloo; M.A., Columbia University; Ed.D., University of Rochester

**YEE, EVELYN SHIMAZU**, Assistant Professor in the Marshburn Library; B.A., California State University, Los Angeles; M.L.I.S., San Jose State University

**YEE-SAKAMOTO, IVY**, Professor of Education; B.A., University of California, Berkeley; Ph.D., University of California, Los Angeles

**YODER, ROZA**, Assistant Professor of Music; B.S., University of Southern California; M.A., Chopin Academy; Ph.D., University of California, Los Angeles

**YOON, SONG (CHRIS)**, Assistant Professor of Advanced Studies; B.A., M.A., Biola University; Ph.D., Purdue University

**ZIESMANN, JURGEN**, Professor of Biology; M.A., Ph.D., University of Bayreuth

**ZONE, ENRIQUE**, Associate Dean, Haggard Graduate School of Theology, Associate Professor of Graduate Ministry; B.A., L.I.F.E. Bible College; M.A., M.Div., Azusa Pacific University; M.A., Fuller Theological Seminary; Ed.D., Pepperdine University

**ZUBER, DENNIS**, Director, Ventura Regional Center; B.A., Faith Baptist Bible College; M.A., M.Div., Faith Baptist Theological Seminary; Ed.D., University of Phoenix

### Professors Emeriti

**ARTINIAN, BARBARA**, Professor Emeritus of Nursing; B.A., Wheaton College; M.N., Case-Western Reserve University; M.S., University of California, Los Angeles; Ph.D., University of Southern California

**BALL, CHARLES**, Professor Emeritus of Religion; Th.B., Marion College; B.A., Friends University; M.A., Winona Lake School of Theology; D.D., William Penn College  
Barber, Robert, Professor Emeritus of Music; B.A., Cascade College

**BICKER, DAVID**, Professor Emeritus of Communication Studies; B.A., Summit Christian College; M.Div., Denver Seminary; M.A., Denver University; Ph.D., University of California, Los Angeles

**BLANK, LES**, Professor Emeritus of Theology; B.A., Gordon College; M.A., Azusa Pacific University; Ph.D., Claremont Graduate School

**BOYER, WILLIAM**, Professor Emeritus of Physics; B.A., Greenville College; M.S., University of Michigan

**BROOKINS, JEANETTE**, Faculty Emeritus; B.A., Azusa Pacific University

**BULLOCK, ROBERT**, Professor Emeritus of Art; B.A., M.A., California State University, Los Angeles

**CAMPBELL, WENDELL**, Professor Emeritus of Social Work and Sociology; B.A., College of Emporia; M.S., Emporia State; MSW, University of Kansas; Ph.D., University of Southern California

**CHERNEY, DAVID**, Professor of Biology; B.A., Anderson College; M.A., Ph.D., Bowling Green State University

**CHRISTOPHERSON, RICHARD**, Professor Emeritus of Sociology; B.A., Wheaton College; M.A., California State University, Hayward; Ph.D., University of California, Davis

**COLLIER, GWENDOLYN**, Professor Emeritus of Education; B.A., Pasadena College; M.S., University of Southern California

**CRANDALL, JOHN**, Professor Emeritus of Education; B.S., Friends University; M.S., Emporia State College; Ph.D., University of Southern California

**CROISSANT, ANN**, Professor Emeritus of Education; B.A., University of Northern Colorado; M.S., University of Wisconsin; Ph.D., University of Southern California

**DONNELLY, FRANK**, Professor Emeritus of Psychology; B.A., Azusa Pacific University; M.S., Pepperdine University; Ed.D., University of California, Los Angeles

**ECKHART, RICHARD**, Associate Professor Emeritus of Computer Science; B.S., Lehigh University; M.S., Ph.D., Pennsylvania State University

**EDDINGTON, LESTER**, Professor Emeritus; B.S., M.S., North Dakota State University; C.Phil., University of California, Los Angeles

**ELLIS, DAVID**, Professor Emeritus of Chemistry; B.S., University of Washington; M.S., Ph.D., University of Southern California

**ESSLINGER, PHYLLIS**, Professor Emeritus of Nursing; B.S., M.S., University of California, Los Angeles

**GRANT, DONALD**, Professor Emeritus of Music; B.A., Azusa Pacific University; M.A., Claremont Graduate School; Ed.D., University of Southern California

**GRANT, EARL**, Professor Emeritus of the Oxford Program; B.A., Biola University; M.A., Wheaton Graduate School; M.Div., Talbot Theological Seminary; D.Min., Th.M., Ph.D., Fuller Theological Seminary

**GRYDE, STANLEY**, Professor Emeritus of Business and Management; B.S., University of California, Los Angeles; M.S., Ed.D., University of Southern California

**HALL, BERT**, Professor Emeritus of Religion and Philosophy; B.A., D.D., Houghton College; B.D., Th.D., Northern Baptist Theological Seminary

**HAMLOW, JUNE**, Professor Emeritus of Modern Languages; B.A., Azusa Pacific University; M.A., California State University, Fullerton

**HEDGES, JAMES**, Professor Emeritus of History and Political Science; M.A., University of Washington; Ph.D., University of California, Riverside

**HUTTER, WALTER**, Professor Emeritus of Business and Management; MBA, Graduate School of Business, University of Chicago; Ph.D., Claremont Graduate School

**JACKSON, SHELDON**, Professor Emeritus of History and Political Science; A.B., Th.B., Marion College; M.A., University of Kansas; Ph.D., University of Southern California

**JACOBS, ANGELINE**, Associate Professor Emeritus; B.S., M.S., University of Pittsburgh

**KING, VIRGINIA**, Professor Emeritus of Music and Library; B.S., Greenville College; M.M., M.S.L.S., University of Southern California

**LARSEN, GEORGE**, Professor Emeritus of Graduate Psychology; S.Tm., Boston University, School of Theology; A.B., College of the Pacific; Ed.D., Arizona State University

**LIEGLER, ROSEMARY M.**, Professor of Nursing and Vice Provost for Graduate Programs, Emerita; BSN, St. Ambrose College; MSN, Marquette University; Ph.D., Claremont Graduate School

**MARDOCK, MARVIN**, Professor Emeritus of Global Studies and English; B.A., Cascade College; M.S., Fort Hays State College; M.A., California State University, Fullerton; Ed.D., University of Northern Colorado

**MARTIN, DOUGLAS**, Professor Emeritus; B.A. Concordia College; M.A., Ed.D., University of Southern California

**McKISSICK, MARVIN**, Associate Professor Emeritus of Music; B.A., Bob Jones University; M.M., University of Southern California

**McMURTRY, RAY**, Professor Emeritus, High Desert Regional Center; B.A., University of Northern Colorado; M.A., Adams State College; Ph.D., University of Wyoming

**MIKELS, GERALD**, Professor Emeritus of Religion; B.A., Greenville College; B.D., Louisville Presbyterian Seminary; M.A., University of Southern California

**MILHON, JAMES**, Professor Emeritus of Physical Education; B.A., University of La Verne; M.A., California State University, Los Angeles

**NASH, PHIL**, Professor Emeritus of Theater, Film, and Television; B.A., M.A., Pepperdine University

**PETERS, VICTOR**, Professor Emeritus of Religion; B.A., University of Southern California; Th.B., Th.M., Princeton Theological Seminary; Th.D., Webster University

**ROBERTSON, MALCOLM**, Professor Emeritus of Religion and Philosophy; B.A., Pasadena College; Th.B., Azusa Pacific University; M.A., California State University, Los Angeles; Ed.D., University of Southern California

**RODGERS, JAMES**, Professor Emeritus of Chemistry; B.A., Westmont College; Ph.D., University of California, Berkeley

**ROSS, THOMAS**, Professor Emeritus of Education; B.A., M.A., California State University, Los Angeles; Ed.D., University of Southern California

**SCARBROUGH, WENDEL**, Associate Professor Emeritus of Computer Science; B.A., University of New Mexico; M.A., New Mexico Highlands University

**SHACKLETON, FREDERICK**, Professor Emeritus of Religion and Philosophy; B.A., Macalester College; M.A., Butler University

**SMITH, SUSAN**, Professor Emeritus of Nursing; G.N.P., Methodist Hospital School of Nursing; B.S., Hunter College; MN, University of California, Los Angeles

**STANFORD, BEVERLY HARDCASTLE**, Professor Emeritus, Office of Research Support; Doctoral Studies in Education; B.A., University of Iowa; Ph.D., Arizona State University

**STRAND, RICHARD**, Professor Emeritus of Education; B.A., Whittier College; M.A., Ed.D., University of Southern California

**SZETO, DORCAS**, Associate Professor Emeritus of Darling Library; B.A., Spring Arbor College; M.R.E., Asbury Theological Seminary; M.Librn., University of Washington

**TUOHEY, MATTHEW**, Professor Emeritus of Social Work; B.A., Azusa Pacific University; MSW, University of Nebraska

**WATKINS, ALICE**, Dean Emeritus of Education and Behavioral Studies; B.A., Pepperdine University; M.S., California State University, Fullerton; Ph.D., Claremont Graduate School

**WIEBE, SHILA**, Professor Emeritus of Nursing; BSN, Hamline University; MSN, California State University, Los Angeles



**Academic Calendar 2008-09**

**Undergraduate Fall 15-Week Semester**

**Fall 2008**

Tuesday . . . . .	July 15 . . . . .	Undergraduate New Student Registration Bill Due
Friday . . . . .	August 1 . . . . .	Undergraduate Return Student Registration Bill Due
Tuesday-Thursday . . . . .	August 26-28 . . . . .	International Student Orientation
Friday . . . . .	August 29 . . . . .	Fall Housing Check-in for all living areas
Friday-Friday . . . . .	August 29-September 5 . . . . .	Undergraduate New Student Orientation
Tuesday . . . . .	September 2 . . . . .	Undergraduate Final Registration and Payment Clearance
Tuesday . . . . .	September 2 . . . . .	Last Day to Register
Wednesday . . . . .	September 3 . . . . .	Classes Begin
Wednesday . . . . .	September 3 . . . . .	Community Chapel (Offices Closed, 9:15 – 10:45 a.m.)
Wednesday-Friday . . . . .	September 3-5 . . . . .	Late Registration (\$200 Late Fee)
Friday . . . . .	September 12 . . . . .	Last Day to Add or Drop Classes, 5 p.m.
Friday . . . . .	September 12 . . . . .	Fall Semester Independent Study Proposals Due in Office of the Undergraduate Registrar
Monday-Friday . . . . .	October 13-31 . . . . .	Academic Advising
Friday . . . . .	October 17 . . . . .	Study Day
Monday-Friday . . . . .	October 20-25 . . . . .	Homecoming Week
Monday-Friday . . . . .	October 27-November 7 . . . . .	Undergraduate Preregistration for Spring 2009
Friday . . . . .	November 7 . . . . .	Last Day to Withdraw from Classes
Saturday . . . . .	November 8 . . . . .	Dinner Rally
Friday . . . . .	November 14 . . . . .	Intent to Graduate Forms Due for May/July 2009 Commencement in Office of the Undergraduate Registrar
Thursday-Sunday . . . . .	November 27-30 . . . . .	HOLIDAY: Thanksgiving Vacation – No Classes (Offices Closed)
Monday . . . . .	December 1 . . . . .	Classes Resume
Monday-Friday . . . . .	December 8-12 . . . . .	Final Examinations
Wednesday . . . . .	December 10 . . . . .	Undergraduate Preregistration Student Down Payment Due for Spring Semester
Saturday . . . . .	December 13 . . . . .	Residence Halls Close for Break
Saturday . . . . .	December 13 . . . . .	Winter Commencement
Sunday . . . . .	December 14 . . . . .	Checkout Deadline for apartment residents not returning for Spring 2009
Wednesday . . . . .	December 17 . . . . .	Grades Due for Fall Semester

## ACADEMIC CALENDAR

### Undergraduate Spring 16-Week Semester

#### Spring 2009

Friday	January 9	Residence Halls Open (Spring Housing Check In)
Friday-Sunday	January 9-11	Undergraduate New Student Orientation.
Saturday	January 10	Undergraduate Final Registration and Payment Clearance
Monday	January 12	Last Day to Register
Monday	January 12	Spring Classes Begin
Tuesday-Thursday	January 13-15	Late Registration (\$200 Late Fee)
Monday	January 19	HOLIDAY: Martin Luther King Jr. Day – No Classes (Offices Closed)
Tuesday	January 20	Classes Resume
Friday	January 23	Last Day to Add or Drop Classes
Friday	January 23	Spring Semester Independent Study Proposals Due in Office of the Undergraduate Registrar
Friday-Sunday	February 13-16	HOLIDAY: President's Day – (Monday Holiday for Students; the University is Open)
Tuesday	February 17	Classes Resume
Wednesday	March 4	Common Day of Learning (Evening Classes Only after 4 p.m.)*
Monday-Friday	March 16-April 3	Academic Advising
Friday	March 20	Last Day to Withdraw from Classes
Monday-Friday	March 23-April 3	Undergraduate Preregistration for Fall 2009
Monday-Friday	March 23-May 8	Summer Registration
Wednesday	April 1	Easter Community Chapel (Offices Closed, 9:15 – 10:45 a.m.)
Saturday-Monday	April 4-13	HOLIDAY: Easter Vacation (Spring Semester Students Only)
Monday	April 13	Classes Resume (Evening Classes Only after 4 p.m.)*
Tuesday	April 14	All Classes Resume
Monday-Friday	May 4-8	Final Examinations
Friday	May 8	Senior Convocation
Saturday	May 9	Spring Commencement
Saturday	May 9	Housing Checkout Deadline for All Living Areas
Friday	May 15	Grades Due for Spring Semester

\*Only evening classes that start after 4 p.m. will meet.

2008-09 UNDERGRADUATE CATALOG

**Undergraduate May Intensive 2009 (4-Week Term)**

Monday-Friday . . . . . March 23-May 8. . . . . Registration  
Sunday . . . . . May 10 . . . . . Summer and May Housing Check In  
Monday-Wednesday. . . . . May 11-13 . . . . . Late Registration (\$200 Late Fee)  
Tuesday . . . . . May 12 . . . . . May Intensive Classes Begin  
Wednesday . . . . . May 13 . . . . . Last Day to Register  
Wednesday . . . . . May 13 . . . . . Last Day to Add or Drop Classes  
Friday. . . . . May 22 . . . . . Last Day to Withdraw from Classes  
Monday . . . . . May 25 . . . . . HOLIDAY: Memorial Day – No Classes (Offices Closed)  
Tuesday . . . . . May 26 . . . . . Classes Resume  
Thursday . . . . . June 4 . . . . . May Intensive Term Classes End  
Friday. . . . . June 5 . . . . . Final Examinations  
Sunday . . . . . June 7 . . . . . Checkout Deadline for May Housing  
Friday. . . . . June 12 . . . . . May Intensive Term Grades Due

**Undergraduate Summer I 2009 (6-Week Term)**

Monday-Friday. . . . . March 23-May 8. . . . . Registration  
Sunday . . . . . May 10 . . . . . Summer and May Housing Check In  
Monday-Friday. . . . . May 11-15 . . . . . Late Registration (\$200 Late Fee)  
Tuesday . . . . . May 12 . . . . . Summer I Classes Begin  
Friday. . . . . May 15 . . . . . Summer I Independent Study Proposals Due in Office of the Undergraduate Registrar  
Friday. . . . . May 15 . . . . . Last Day to Register  
Friday. . . . . May 15 . . . . . Last Day to Add or Drop Classes  
Monday . . . . . May 25 . . . . . HOLIDAY: Memorial Day – No Classes (Offices Closed)  
Tuesday . . . . . May 26 . . . . . Classes Resume  
Friday. . . . . June 5 . . . . . Last Day to Withdraw from Classes  
Wednesday . . . . . June 17 . . . . . Summer I Classes End  
Thursday . . . . . June 18 . . . . . Final Examinations  
Friday. . . . . June 19 . . . . . Summer I Grades Due

## ACADEMIC CALENDAR

### Undergraduate Summer II 2009 Term

Monday-Friday	March 23-June 19	Registration
Monday	June 22	Summer II Classes Begin
Monday-Friday	June 22-26	Late Registration (\$200 Late Fee)
Friday	June 26	Last Day to Register
Friday	June 26	Summer II Independent Study Proposals Due in Office of the Undergraduate Registrar
Friday	June 26	Last day to Add or Drop Classes
Friday	June 26	Day of Prayer – No Classes (Offices Closed)
Friday	July 3	HOLIDAY: Independence Day Observed – No Classes (Offices Closed)
Monday	July 6	Classes Resume
Friday	July 10	University Offices Close at 12 Noon
Friday	July 10	Last Day to Withdraw from Classes (by 12 Noon)
Friday	July 17	University Offices Close at 12 Noon
Friday	July 24	University Offices Close at 12 Noon
Wednesday	July 29	Summer II Classes End
Thursday	July 30	Final Examinations
Friday	July 31	Summer Commencement
Saturday	August 1	Summer Housing Checkout Deadline
Friday	August 7	Summer II Grades Due

### Undergraduate Summer Nursing 2009 Term

Monday-Friday	March 23-May 8	Registration
Sunday	May 10	Summer and may Housing Check-in
Tuesday	May 12	Summer Nursing Classes Begin
Tuesday-Friday	May 12-15	Late Registration (\$200 Late Fee)
Friday	May 15	Last Day to Register
Friday	May 15	Last Day to Add or Drop Classes
Friday	May 15	Summer Nursing Independent Study Proposals Due in Office of the Undergraduate Registrar
Monday	May 25	HOLIDAY: Memorial Day – No Classes (Offices Closed)
Tuesday	May 26	Classes Resume
Friday	June 12	Last Day to Withdraw from Classes
Friday	June 26	Day of Prayer – No Classes (Offices Closed)
Thursday	July 2	Summer Nursing Classes End
Monday	July 6	Final Examinations
Monday	July 13	Summer Nursing Grades Due

## Index

(MAJORS IN SMALL CAPS)

Academic Advising . . . . .	18
Academic Calendar . . . . .	45, 248
Academic Integrity . . . . .	44
Academic Probation and Academic Dismissal . . . . .	48
Academic Policies . . . . .	43
Academic Programs . . . . .	53
Academic Resources and Auxiliary Services . . . . .	11
Accreditation . . . . .	8
ACCOUNTING . . . . .	174
Administration and Faculty . . . . .	239
Adds/Drops . . . . .	45
Admissions	
Confirmation . . . . .	27
Freshman Applicants . . . . .	24
High School Nongraduates . . . . .	26
Homeschooled Students . . . . .	26
International Undergraduates . . . . .	30
Notification . . . . .	27
Particular Majors . . . . .	27
Part-time . . . . .	26
Transfer Applicants . . . . .	25
Undergraduate Admission . . . . .	24
Admission Status . . . . .	27
Admissions Policies . . . . .	23
Advanced Placement (AP) . . . . .	28
AFROTC . . . . .	67
American Language and Culture Institute . . . . .	30, 73
APPLIED EXERCISE AND SCIENCE . . . . .	156
APPLIED HEALTH . . . . .	92
APU-Sponsored Programs . . . . .	62
ART . . . . .	85
ASB . . . . .	70
ATHLETIC COACHING (minor) . . . . .	159
Athletics . . . . .	70
ATHLETIC TRAINING . . . . .	157
Attendance Regulation . . . . .	46
Auditing . . . . .	46
AuSable Institute of Environmental Studies . . . . .	66, 90
BIBLICAL LANGUAGES (minor) . . . . .	214
BIBLICAL STUDIES . . . . .	214
BIOCHEMISTRY . . . . .	93
BIOLOGY . . . . .	92
Bookstore . . . . .	18
BUSINESS ADMINISTRATION . . . . .	174
BUSINESS ECONOMICS . . . . .	179
Business Internship Program . . . . .	173
Campus Housing . . . . .	27
Campus Pastors' Office . . . . .	70
Campus Safety . . . . .	71
Career Services . . . . .	71
Center for Adult and Professional Studies . . . . .	227
HUMAN DEVELOPMENT . . . . .	233
ORGANIZATIONAL LEADERSHIP . . . . .	228
CHRISTIAN LEADERSHIP . . . . .	213, 230
MANAGEMENT INFORMATION SYSTEMS OR COMPUTER INFORMATION SYSTEMS . . . . .	231
RN TO BSN IN NURSING . . . . .	207, 235
Center for Global Learning & Engagement . . . . .	62
Center for Research in Science . . . . .	68
Certificate of Distinction (Biblical Studies) . . . . .	213
Certificate of Distinction (Philosophy) . . . . .	213
Chapel Programs . . . . .	72
CHEMISTRY . . . . .	94
CHRISTIAN LEADERSHIP (accelerated) . . . . .	213, 230
Christian Leadership and Vocation (Office of) . . . . .	18
CHRISTIAN MINISTRIES . . . . .	221
Christian Worldview, The University's . . . . .	6
CINEMATIC ARTS . . . . .	145
CINEMA/TELEVISION PRODUCTION (minor) . . . . .	145
Classification of Students . . . . .	47
College of Liberal Arts and Sciences . . . . .	77
College Level Exam Program (CLEP) . . . . .	15
Commencement . . . . .	55
Honors at Commencement . . . . .	55
Participation in Commencement . . . . .	55
Commitment to Student Learning Goals . . . . .	8
COMMUNICATION STUDIES . . . . .	99
Communiversity . . . . .	72
COMPUTER INFORMATION SYSTEMS . . . . .	104
COMPUTER INFORMATION SYSTEMS (accelerated) . . . . .	105, 231
COMPUTER SCIENCE . . . . .	103
Computers . . . . .	19
Concurrent Enrollment Policy . . . . .	46
Confirmation of Admission . . . . .	27
Cornerstones . . . . .	7
Correspondence Course Credit . . . . .	54
Cost of Attendance 2008-09 . . . . .	34
Council for Christian Colleges & Universities (CCU) Programs . . . . .	64
Counseling Center . . . . .	76
Course Numbering System . . . . .	44
Credit by Examination . . . . .	28
Credit Hours . . . . .	46
CRITICAL STUDIES (minor) . . . . .	145
Dean's List . . . . .	47

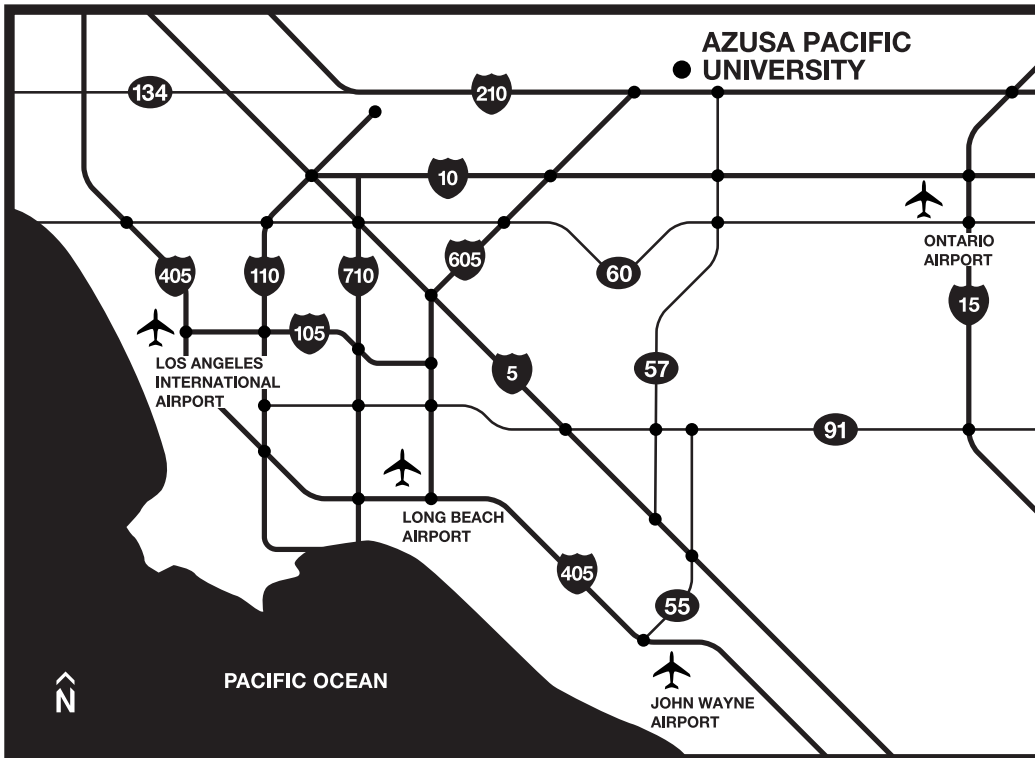
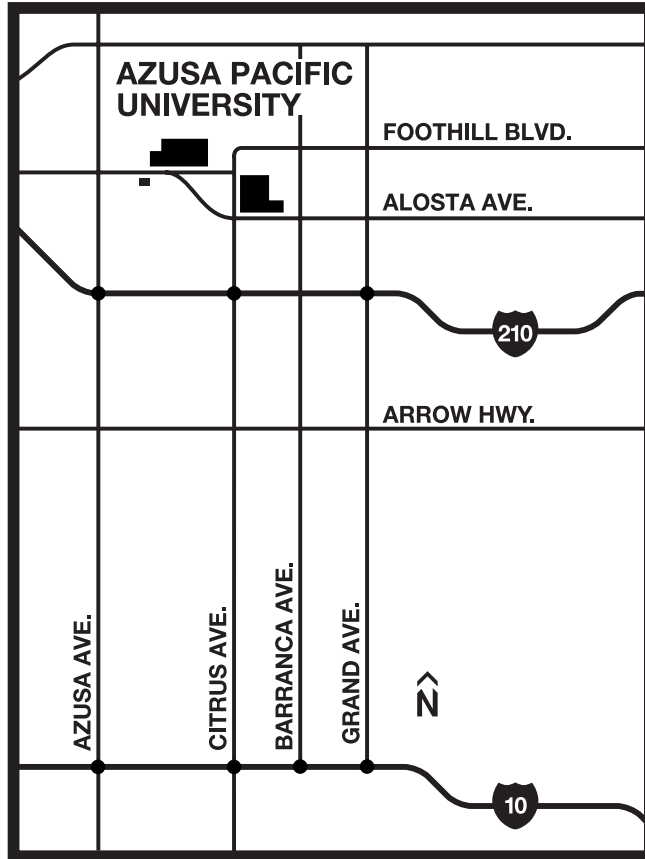
## INDEX

Declaration of Major . . . . .	46
Degree Completion Concept . . . . .	228
Degree Posting Dates . . . . .	55
Degree Programs . . . . .	54
Departments	
Art . . . . .	84
Biblical Studies . . . . .	214
Biology and Chemistry . . . . .	91
College Student Affairs and Organizational Leadership . . . . .	153
Communication Studies . . . . .	99
Computer Science . . . . .	103
English . . . . .	109
Exercise and Sport Science . . . . .	156
Global Studies and Sociology . . . . .	113
History and Political Science . . . . .	119
Mathematics and Physics . . . . .	126
Modern Languages . . . . .	132
Practical Theology . . . . .	221
Psychology . . . . .	138
Social Work . . . . .	165
Theater, Film, and Television . . . . .	144
Theology and Philosophy . . . . .	217
Diversity in the Classroom . . . . .	59
Duplicating and Graphics Center . . . . .	19
ECONOMICS . . . . .	179
Employment . . . . .	35
ENGLISH . . . . .	109
Essence Statement . . . . .	6
ETHNIC STUDIES (minor) . . . . .	181
Examinations . . . . .	46
Fees . . . . .	34
FINANCE . . . . .	174
Financial Information . . . . .	33
Application . . . . .	36
Federal Aid . . . . .	37
Financial Agreement . . . . .	35
Financial Aid Policies . . . . .	36
Financial Aid Policy for International, Study Abroad, and Off-Campus Programs . . . . .	40
Institutional Aid . . . . .	38
Outside Aid . . . . .	41
State Aid . . . . .	38
Types of Financial Assistance . . . . .	37
Five-Year Plan/Young Executives MBA Program . . . . .	173
General Information . . . . .	5
General Studies Program . . . . .	57
General Studies Requirements . . . . .	57
GLOBAL STUDIES . . . . .	114
Grading . . . . .	46
Graduate Courses Taken by Undergraduate Students . . . . .	47
Graduation Requirements . . . . .	54
GRAPHIC DESIGN . . . . .	86
GREEK (minor) . . . . .	214
Grievance Policy . . . . .	50
Harassment Policy . . . . .	10
Health Services . . . . .	72
HISTORY . . . . .	120
History, University . . . . .	9
Honors at Commencement . . . . .	55
Honor Societies . . . . .	55
Honors Program . . . . .	59
Housing Services . . . . .	72
HUMAN DEVELOPMENT (accelerated) . . . . .	233
HUMANITIES (minor) . . . . .	79
Humanities Program . . . . .	79
Incomplete Grades . . . . .	46
Independent Study . . . . .	47
Information and Media Technology (IMT) . . . . .	19
Institute for Outreach Ministries (IOM) . . . . .	72
Instructor Drop Policy . . . . .	45
Insurance . . . . .	72
Intercollegiate Athletics . . . . .	73
International Admission . . . . .	30
International Baccalaureate (IB) . . . . .	29
INTERNATIONAL BUSINESS . . . . .	175
International Center . . . . .	73
International Sister Schools . . . . .	10
International Student Health Insurance . . . . .	72
International Student Services . . . . .	29, 74
Internet Acceptable-Use Policy . . . . .	20
JOURNALISM . . . . .	100
Late Registration . . . . .	45
LEADERSHIP (minor) . . . . .	153
Learning Enrichment Center . . . . .	12
Leave of Absence . . . . .	58
LIBERAL STUDIES/UNDERGRADUATE EDUCATION K-8 . . . . .	80
Libraries . . . . .	12
Location and Campus . . . . .	9
MANAGEMENT INFORMATION SYSTEMS (accelerated) . . . . .	105, 231
Maps . . . . .	255
MARKETING . . . . .	175
Master of Arts in Human Resources and Organizational Development . . . . .	173
Math Center . . . . .	17
MATH/PHYSICS . . . . .	128
MATHEMATICS . . . . .	126
Ministry and Service (MAS) (Office of) . . . . .	74

## 2008-09 UNDERGRADUATE CATALOG

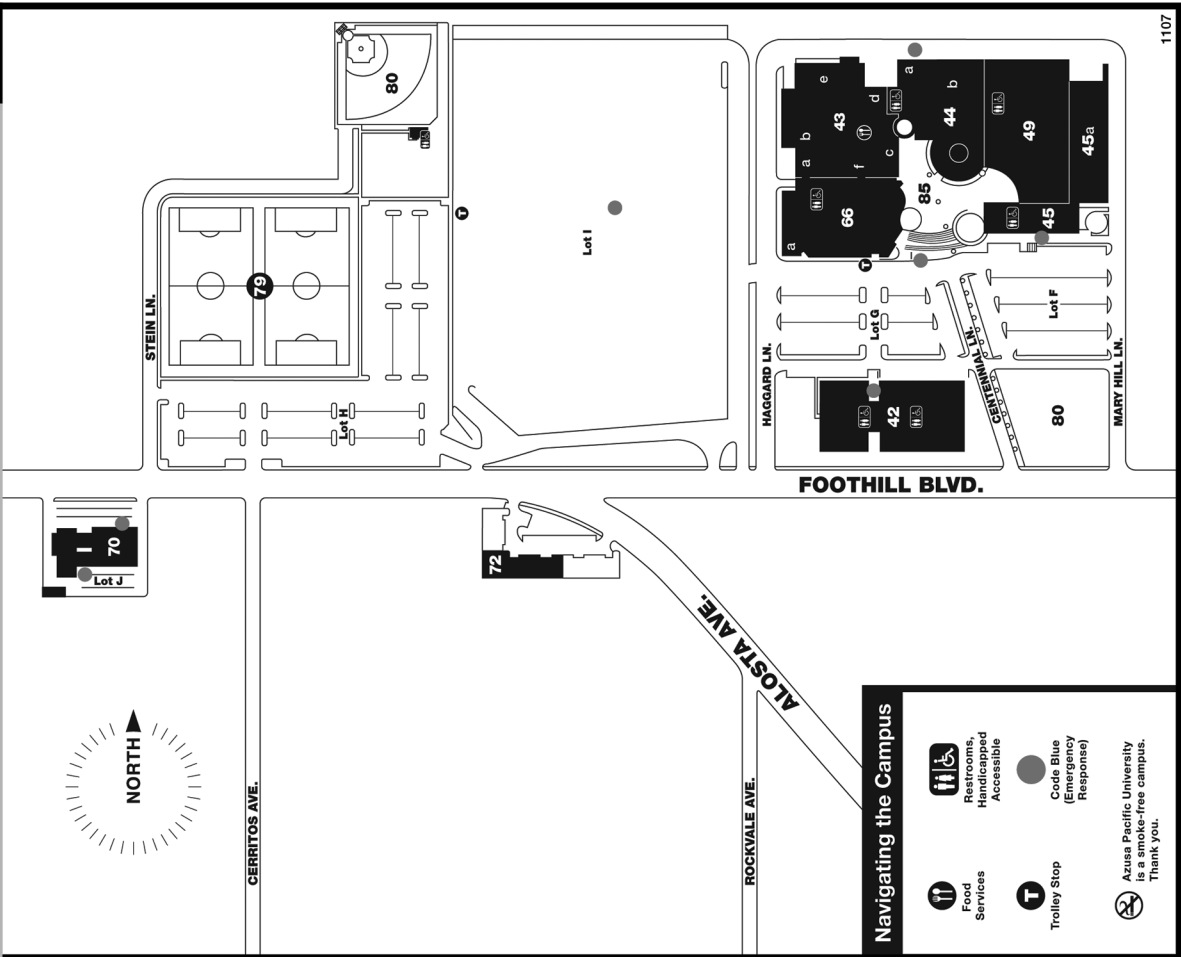
Mobility Limitations and Parking Accommodations . . . . .	13	Schools	
Motto . . . . .	7	Behavioral and Applied Sciences . . . . .	151
Multi-Ethnic Programs (MEP) . . . . .	74	Business and Management . . . . .	171
Multi-Ethnic Student Alliance (MESA) . . . . .	74	Theology . . . . .	211
MUSIC . . . . .	187	Music . . . . .	183
Applied Music Emphasis		Nursing . . . . .	201
Church Music Emphasis		SCREENWRITING (minor) . . . . .	146
Commercial Music Emphasis		Service Learning . . . . .	60
Music Education Emphasis		Shuttle Service . . . . .	22
Music Theory Emphasis		Social Expectation . . . . .	76
MUSIC PERFORMANCE (BM) . . . . .	189	SOCIAL SCIENCE . . . . .	122
Night of Champions . . . . .	75	SOCIAL WORK . . . . .	167
Noel Academy for Strengths-Based Leadership and Education . . . . .	18	SOCIOLOGY . . . . .	115
Normal Progress Toward a Degree . . . . .	47	SPANISH . . . . .	132
NURSING . . . . .	203	Statement of Academic Freedom . . . . .	8
NURSING (accelerated) . . . . .	207, 235	Statement of Faith . . . . .	6
ORGANIZATIONAL LEADERSHIP (accelerated) . . . . .	228	Statement of Mission and Purpose . . . . .	6
Part-Time Applicants . . . . .	18	Statements of Compliance . . . . .	10
Pastors . . . . .	70	Student Employment . . . . .	35
Payment Plans . . . . .	35	Student Financial Services . . . . .	34
Petition Process . . . . .	47	Student Learning Goals . . . . .	8
PHILOSOPHY . . . . .	218	Student Life . . . . .	70
Phone Services . . . . .	21	Student Phone Service . . . . .	21
PHYSICAL EDUCATION . . . . .	158	Student Records Policy . . . . .	48
PHYSICS . . . . .	127	Students in Free Enterprise (SIFE) . . . . .	173
Policy Regarding False Information . . . . .	24	Student Success (Office of) . . . . .	76
POLITICAL SCIENCE . . . . .	121	Study Abroad and International	
Post Office . . . . .	18	Off-Campus Programs . . . . .	62
Pre-Engineering Program . . . . .	128	CCCU-Sponsored Programs . . . . .	64
Pre-Professional Programs . . . . .	61	Additional Approved Off-Campus Programs . . . . .	66
Proficiency Exams . . . . .	27	Study Load . . . . .	46
Proficiency Testing-COMPASS . . . . .	14	TESOL (minor) . . . . .	116
PSYCHOLOGY . . . . .	138	THEATER ARTS . . . . .	146
Re-admission and Re-enrollment . . . . .	27	THEOLOGY . . . . .	217
Re-application after Academic Dismissal . . . . .	48	TOEFL Waiver . . . . .	23
Refund Policy . . . . .	35	Transfer Applicants . . . . .	17
Regarding the Catalog . . . . .	6	Transfer Work . . . . .	47
Regional Centers . . . . .	9	Turner Campus Center . . . . .	76
Registering for Classes . . . . .	45	Tutorial Programs . . . . .	53
RELIGION (minor) . . . . .	213	University Counseling Center . . . . .	76
RELIGION AND CULTURE (minor) . . . . .	213	Veterans' Education Benefits . . . . .	27
Repeated Courses . . . . .	46	Waivers . . . . .	47
Requirements for Graduation . . . . .	54	Withdrawal from Courses . . . . .	48
Reservation of Rights . . . . .	44	Withdrawal from the University . . . . .	48
Reservations for Campus Housing . . . . .	19	Women's Resource Center . . . . .	76
Residence Life . . . . .	76	Writing Center . . . . .	17
RN to BSN . . . . .	207, 235	Young Executive MBA Program . . . . .	173
ROTC . . . . .	67	Young Executive HROD Program . . . . .	173
		YOUTH MINISTRY . . . . .	222

# Location Maps





**AZUSA PACIFIC UNIVERSITY** **W** **Welcome to the APU West Campus** **W**

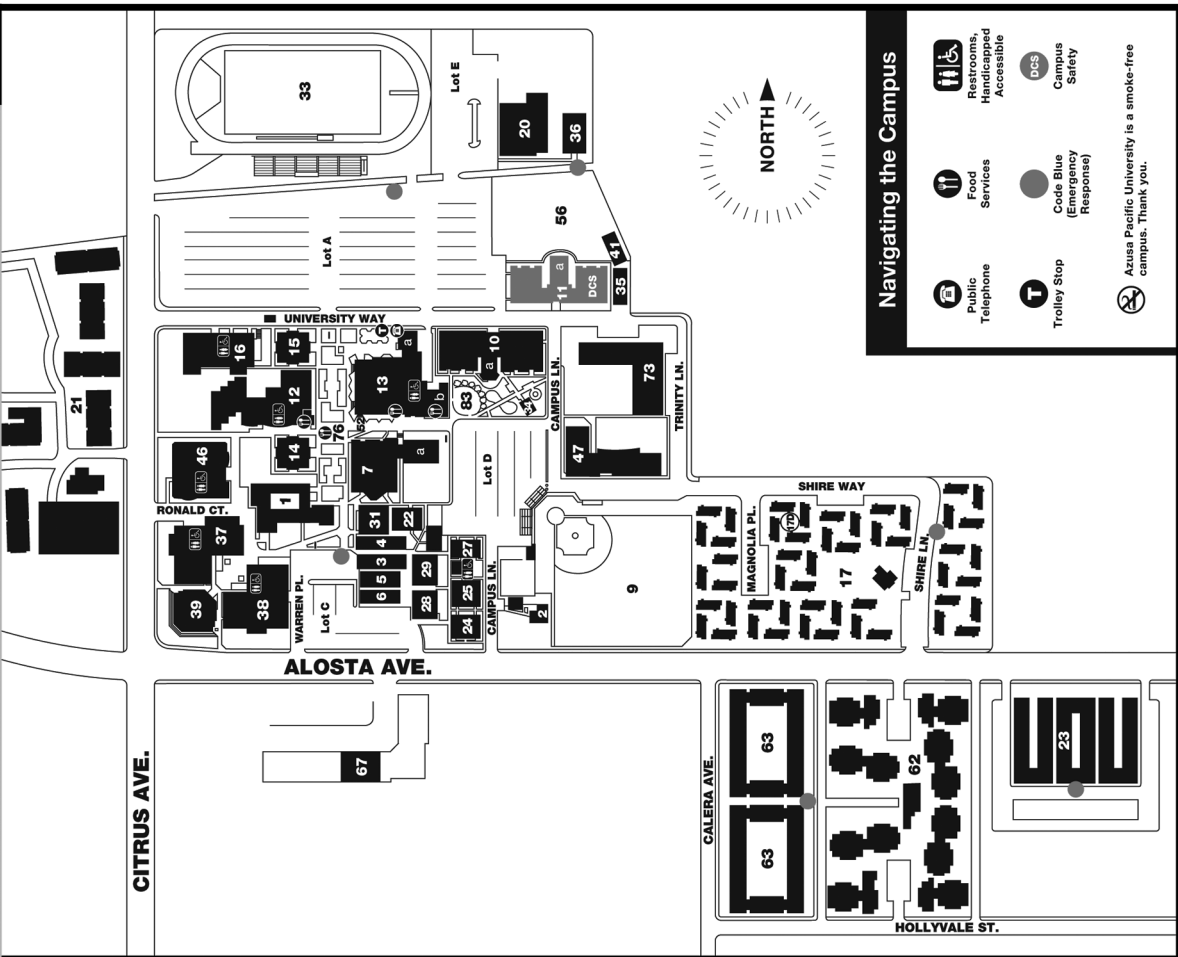


Administration West Building . . . . .	<b>70</b>	Faculty Development, Office of . . . . .	<b>44b</b>
Adult and Professional Studies, Center for . . . . .	<b>45</b>	Felix Event Center . . . . .	<b>66</b>
Advancement, Office of University . . . . .	<b>45a</b>	Fitness Center/Weight Room . . . . .	<b>43e</b>
Ahmannson Information Center (Computer Lab) . . . . .	<b>44</b>	General Counsel, Office of the . . . . .	<b>72</b>
Art (west), Dept. of . . . . .	<b>42</b>	Graduate Center . . . . .	<b>70</b>
Art Gallery, Duke . . . . .	<b>49</b>	Hall of Champions . . . . .	<b>66</b>
Assessment Planning, Center for Institutional . . . . .	<b>42</b>	Heritage Court . . . . .	<b>43</b>
Asset Management, Office of . . . . .	<b>70</b>	Higher Education and Organizational Leadership, Dept. of . . . . .	<b>45</b>
Athletic Training, Office of . . . . .	<b>66a</b>	Human Resources, Office of . . . . .	<b>70</b>
Athletics Department . . . . .	<b>43f</b>	Kresge Plaza . . . . .	<b>85</b>
Auxiliary Services, Office of . . . . .	<b>44a</b>	Locker Rooms (west)/Athletic Training . . . . .	<b>43e</b>
Behavioral and Applied Sciences, School of . . . . .	<b>42</b>	Mail Services . . . . .	<b>44a</b>
Berger Technology Training Center . . . . .	<b>44b</b>	Mary Hill Center . . . . .	<b>45</b>
Bookstore, University . . . . .	<b>43c</b>	Mary Hill Theater . . . . .	<b>45a</b>
Building One . . . . .	<b>42</b>	Media Services (IMT) . . . . .	<b>44</b>
Business Office . . . . .	<b>70</b>	Non Traditional and Experimental Learning (NTEL) . . . . .	<b>72</b>
Campus Safety, Dept. of . . . . .	<b>East Campus</b>	Noel Academy for Strengths-Based Leadership and Education . . . . .	<b>49</b>
Christian Leadership and Vocation, Office of . . . . .	<b>49</b>	Nursing, School of . . . . .	<b>42</b>
Classrooms (ARTW) . . . . .	<b>49</b>	Physical Therapy, Dept. of . . . . .	<b>45</b>
Classrooms (DARL) . . . . .	<b>44b</b>	Psychology, Dept. of Graduate Research in Science, Center for . . . . .	<b>49</b>
Classrooms (DUKE) . . . . .	<b>49</b>	Shipping and Receiving . . . . .	<b>43d</b>
Classrooms (HILL) . . . . .	<b>45</b>	Soccer Field #1 . . . . .	<b>79</b>
Classrooms (WCAM) . . . . .	<b>42</b>	Soccer Field #2 . . . . .	<b>79</b>
Classrooms (WCAT) . . . . .	<b>66a</b>	Social Work, Dept. of . . . . .	<b>42</b>
Computer Science, Dept. of . . . . .	<b>42</b>	Softball Field . . . . .	<b>80</b>
Computer Store . . . . .	<b>45b</b>	Stamps Rotunda . . . . .	<b>44</b>
Darling Library . . . . .	<b>44</b>	Theater, Film, and Television, Dept. of . . . . .	<b>45a</b>
Distance Learning and Continuing Education . . . . .	<b>42</b>	Theological Library, James L. Stamps . . . . .	<b>49</b>
Duplicating Services and Graphics Center . . . . .	<b>44a</b>	Theology, School of . . . . .	<b>49</b>
Duke Academic Complex . . . . .	<b>49</b>	Theology, C.P. Haggard Graduate School of . . . . .	<b>49</b>
Duke Art Gallery . . . . .	<b>49</b>	University Bookstore . . . . .	<b>43c</b>
Education, School of . . . . .	<b>42</b>	University Relations, Office of . . . . .	<b>70</b>
Estate Planning, Office of . . . . .	<b>72</b>	Weight Room/Fitness Center . . . . .	<b>43e</b>
		West Campus Lawn . . . . .	<b>84</b>

\*For the most current campus maps see [www.apu.edu/maps/azusa/](http://www.apu.edu/maps/azusa/).

CAMPUS MAPS

**WELCOME TO THE APU EAST CAMPUS**



**Navigating the Campus**

- Public Telephone
- Food Services
- Restrooms, Handicapped Accessible
- Trolley Stop
- Code Blue (Emergency Response)
- DCS Campus Safety

Azusa Pacific University is a smoke-free campus. Thank you.

Academic Advising, Office of . . . . .	31	IMT (Information and Media Technology) Support Desk . . . . .	5
Academic Service-Learning and Research, Center for . . . . .	17D	InCom Center . . . . .	7
Adams Field . . . . .	56	Institute for Outreach Ministries (IOM) . . . . .	1
Adams Hall . . . . .	11	Institutional Research, Office of . . . . .	31
Admissions, Office of Undergraduate . . . . .	4	International Center . . . . .	28
Alosta Place Apartments . . . . .	62	KAPU (campus radio station) . . . . .	13b
Alumni Relations, Office of . . . . .	2	Laptop Program . . . . .	11a
American Language and Culture Institute . . . . .	28	Learning Enrichment Center (LEC) . . . . .	35
Art (east), Dept. of . . . . .	36	Liberal Arts and Sciences, College of (CLAS) . . . . .	37
Associated Student Body, Offices of the . . . . .	13b	Locker Rooms (east)/Athletic Training . . . . .	20
Banquet Services, Office of . . . . .	13a	Los Angeles Pacific College (LAPC) Board Room . . . . .	13a
Baseball Field . . . . .	9	Lower Turner Campus Center (LTCC) . . . . .	13
Biology and Chemistry, Dept. of . . . . .	16	Magnolia Court . . . . .	17D
Bowles Apartments . . . . .	23	Marshburn Memorial Library . . . . .	12
Business and Management, School of . . . . .	46	Mathematics and Physics, Dept. of . . . . .	37
Cafeteria (LTCC) . . . . .	13	MIDI Lab . . . . .	6
Campus Pastor, Office of the . . . . .	27	Ministry and Service (MAS), Office of . . . . .	24
Campus Safety, Dept. of . . . . .	11	Modern Languages, Dept. of . . . . .	1
Career Services, Office of . . . . .	17D	Multi-Ethnic Programs, Office of . . . . .	7a
Cashier . . . . .	31	Munson Chapel/Lecture Hall/Reclinal Hall . . . . .	39
Chapel Programs, Office of . . . . .	24	Post Office, Student . . . . .	13b
Child and Family Development Center . . . . .	67	Prayer Chapel, Hartwig . . . . .	13
Classrooms (ADMD) . . . . .	41	President's Dining Room (PDR) . . . . .	34
Classrooms (ARTC) . . . . .	36	Provost, Office of the . . . . .	37
Classrooms (MIMED 1-4) . . . . .	14	Psychology, Dept. of Undergraduate . . . . .	25
Classrooms (MIMED 5-8) . . . . .	15	Registrar, Undergraduate, Office of the . . . . .	22
Classrooms (MODR 1,2) . . . . .	24	Religion and Philosophy, Dept. of . . . . .	37
Classrooms (ROND) . . . . .	37	Residence Life, Office of . . . . .	10a
Classrooms (WLDN) . . . . .	46	Ronald Center . . . . .	37
Classrooms (WMUS) . . . . .	38	Seven Palms Amphitheater . . . . .	83
Classrooms (WYNN) . . . . .	16	Shire Modulars . . . . .	17
Communication Studies, Dept. of . . . . .	1	Smith Hall . . . . .	10
Commonwealth, Office of . . . . .	7	Student Employment, Office of . . . . .	5
Cougar Athletic Stadium . . . . .	12	Student Financial Services, Office of Undergraduate . . . . .	3
Cougars' Den . . . . .	13b	Student Life, Office of . . . . .	27
Cougar Mall . . . . .	52	Student Post Office . . . . .	13b
Cougar Walk . . . . .	76	Student Success, Office of . . . . .	7a
Cougar Walk Café . . . . .	76	Student Union/Cougar Dome . . . . .	7
Counseling Center, University . . . . .	17D	The Clause (student newspaper) . . . . .	13b
Dean of Students, Office of the . . . . .	27	The Tavaleph (student yearbook) . . . . .	36
Design and Construction, Office of . . . . .	20	Trinity Hall . . . . .	73
Diversity Assessment and Planning, Office of . . . . .	37	Turner Campus Center . . . . .	13
English, Dept. of . . . . .	1	Undergraduate Admissions, Office of . . . . .	4
Engstrom Hall . . . . .	47	Undergraduate Psychology, Dept. of . . . . .	25
Facilities Management, Office of . . . . .	20	Undergraduate Student Financial Services, Office of . . . . .	3
Faculty Dining Room (FDR) . . . . .	13	University Counseling Center . . . . .	17D
Global Learning & Engagement, Center for . . . . .	17D	University Park Apartments . . . . .	63
Global Studies, Sociology and TESOL, Dept. of . . . . .	37	University Village . . . . .	21
Health Center, Student . . . . .	17D	Upper Turner Campus Center (UTCC) . . . . .	13
History and Political Science, Dept. of . . . . .	37	Warren Music Center . . . . .	38
Hospitality Services . . . . .	12	Wilden Hall . . . . .	46
Housing Services, Office of . . . . .	10a	Writing Center . . . . .	12
IMT (Information and Media Technology) East . . . . .	29	Wyant Lecture Hall . . . . .	46
		Wynn Science Center . . . . .	16

\*For the most current campus maps see [www.apu.edu/maps/azusa/](http://www.apu.edu/maps/azusa/).





