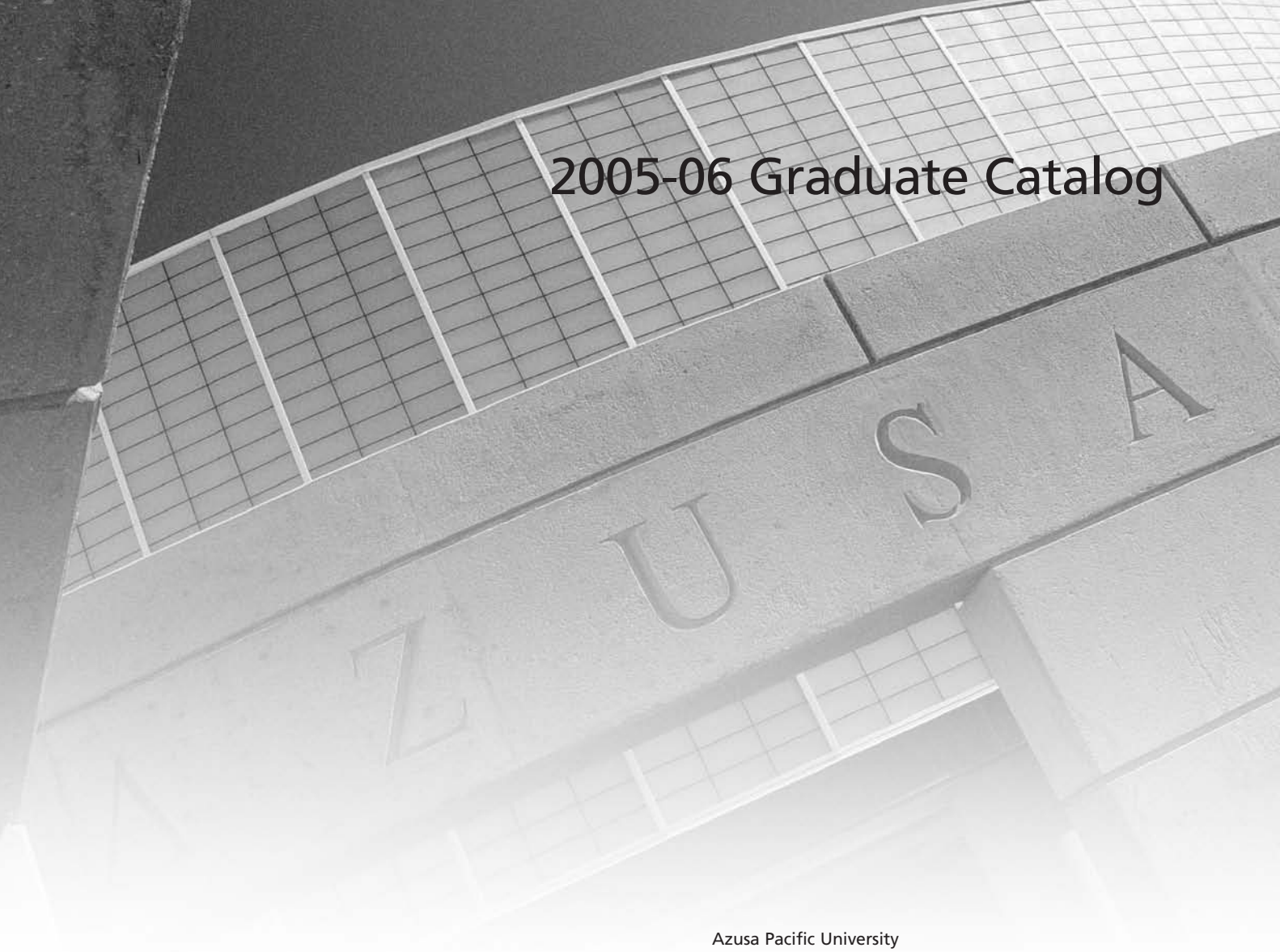

2005-06 Graduate Catalog

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Graduate Center
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PO Box 7000
Azusa, CA 91702-7000
(626) 815-4570
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AZUSA PACIFIC
UNIVERSITY

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

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

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

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

We believe in community. We are a richly diverse people who value the worth of each individual.

Our mission is to encourage, equip, and enable each student to discover and fulfill his or her great potential, and in turn, become encouragers, equippers, and enablers of others.

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

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

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

Jon R. Wallace

Jon R. Wallace, DBA
President

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

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

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

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

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

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

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

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

Jon R. Wallace

Jon R. Wallace, DBA
Presidente

Graduate Programs *at a Glance*

(*Emphases are indented below the appropriate major.*)

College of Liberal Arts and Sciences

Master of Fine Arts

Master of Science in Applied Computer Science and Technology
- *Client/Server*
- *Computer Information Systems*
- *End-User Support*
- *Inter-Emphasis*
- *Technical Programming*
- *Telecommunications*

Certificates
- *Client/Server*
- *Computer Information Systems*
- *End-User Support*
- *Technical Programming*
- *Telecommunications*

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

Certificate
- *Teaching English to Speakers of Other Languages*

Doctor of Physical Therapy

Doctor of Physical Therapy – Transitional

School of Business and Management

Master of Business Administration
- *Finance*
- *Human and Organizational Development*
- *International Business*
- *Management Information Systems*
- *Marketing*
- *Strategic Management*
- *Web and Information Technology*

Master of Arts in Human and Organizational Development

School of Education and Behavioral Studies

Credentials

- *Library Media Teacher (Online)*
- *Mild/Moderate Disabilities Specialist (K-12) Preliminary Level I, Track A*
- *Mild/Moderate Disabilities Specialist Internship (K-12) Preliminary Level I, Track B*
- *Mild/Moderate Disabilities Specialist, Level II*
- *Preliminary Administrative Services (Tier I)*
- *Preliminary Administrative Services Internship (Tier I)*
- *Professional Administrative Services (Tier II)*

Master's Degrees

Master of Arts in Clinical Psychology: Marriage and Family Therapy

Master of Arts in Education
- *Curriculum and Instruction in Multicultural Contexts*
- *Educational Counseling (with an embedded School Counseling Credential)*
- *Educational Psychology (with an embedded School Psychology Credential)*
- *School Administration*
- *School Librarianship (Online)*
- *Special Education*

Master of Arts in Educational Leadership

Master of Arts in Educational Technology (Online)

Master of Arts in Educational Technology and Learning

Master of Arts in Leadership and Organizational Studies

Master of Arts in Organizational Leadership

Master of Education in College Student Affairs

Master of Science in Physical Education

Combined Master of Arts and Credential Programs

Master of Arts in Educational Leadership and Preliminary Administrative Services Credential (Tier I)

Master of Arts in Educational Leadership and Preliminary Administrative Services Internship Credential (Tier I)

Master of Arts in Education: Special Education and Mild/Moderate Disabilities Specialist Credential (K-12) Preliminary Level I, Track A

Master of Arts in Education: Special Education and Mild/Moderate Disabilities Specialist Internship Credential (K-12) Preliminary Level I, Track B

Multiple-Subject Teaching Credential and Master of Arts in Education: Teaching Track A

Multiple-Subject Internship Teaching Credential and Master of Arts in Education: Teaching Track B

Single-Subject Teaching Credential and Master of Arts in Education: Teaching Track A

Single-Subject Internship Teaching Credential and Master of Arts in Education: Teaching Track B

Doctoral Programs

Doctor of Education in Educational Leadership (K-12)

Doctor of Education in Higher Education Leadership

Doctor of Education in Educational Leadership and Professional Administrative Services Credential (Tier II)

Doctor of Psychology in Clinical Psychology:
Family Psychology

Certificate

Cross-Cultural Language and Academic Development (C.L.A.D.)

School of Music

Master of Music in Performance
Conducting
Piano and Organ
Vocal
Instrumental

Master of Music Education

Master of Arts in Worship Leadership

School of Nursing

Master of Science in Nursing (Second Careers and Nursing)

Articulated RN-MSN

Master of Science in Nursing (Traditional)
Clinical Specialization in:
Adult Nursing
Adult Nurse Practitioner
Combined Adult Clinical Nursing and Adult Nurse Practitioner
Combined Parent-Child Clinical Nursing and Pediatric Nurse Practitioner
Family Nurse Practitioner
Parent-Child Nursing
Parish Nursing

Optional Additional Emphases in:
Nursing Administration
Nursing Education

Combined Master of Science and Credential Program
Master of Science in Nursing and School Nurse Services Credential
Family Nurse Practitioner
Pediatric Nurse Practitioner

Post-Bachelor's Credential:
School Nurse Services

Post-Master's Credentials:
Adult Nursing
Adult Nurse Practitioner
Family Nurse Practitioner
Nursing Administration
Nursing Education
Parent-Child Nursing
Parish Nursing

Doctor of Philosophy in Nursing
Health of the Family and Community
International Health
Nursing Education

Haggard School of Theology

Master of Arts in Christian Education
Youth Ministries

Master of Arts in Ministry Management

Master of Arts in Pastoral Studies
Church Development
Urban and Intercultural Ministries

Master of Arts in Religion
Biblical Studies
Theology and Ethics

Master of Arts in Worship Leadership

Master of Divinity

Doctor of Ministry

Table of Contents

General Information **1**
Regarding the Catalog 2
Statement of Mission and Purpose 2
Essence Statement 2
Statement of Faith 3
Statement of Academic Freedom 4
History 4
Accreditation 5
Location and Campus 5
Regional Centers 6
Internet Acceptable-Use Policy 6
Harassment Policy 6
Statements of Compliance 6
Earthquake Procedures 7

Campus Resources **9**
Graduate Center 10
Regional Center Locations 10
Libraries 12
Writing Center 12
University Bookstore 13
Shuttle Schedule 13
University Counseling Center 13
Duplicating and Graphics Center 13
Campus Safety 13
Health Services 14
Insurance 14
International Student Health Insurance 14
Information and Media Technology (IMT) 15
Support Desk 15
Cougars' Den 15
Antivirus Protection 15
All Access 15
Computer Facilities 15
Computers 15
Distance Learning 15
Study Abroad Programs 16
International Center 16
International Student Services (ISS) 16
Institute of Academic Research and Grants 17
Center for Research in Science 17
Center for Strengths-Based Education 17
Center for Academic Service Learning and Research 17

Admissions Policies **19**
Graduate Admission to the University 20
Application and Fee 20
Graduate Program Application Requirements 20
P.A.C.E. Option 23
Transcripts 23
Policy Regarding False Information 23
Change of Program 23
International Graduate Admissions 23
English Proficiency Requirements 24
Conditional Admission 24
American Language and Culture Institute (ALCI) 24

Financial Information **27**
Graduate Student Financial Services 28
Cost of Attendance 28
Payment Terms and Conditions 28
Refund Policy 29
Student Employment 29
Financial Agreement 29
Financial Aid Application 29
Financial Aid Policies 29
Types of Financial Aid 31

Academic Policies and Procedures **37**
Reservation of Rights 38
Standards of Conduct 38
Course Numbering System 38
Registration 38
Late Registration 38
Adding and Dropping Classes 39
Independent Study 39
Repeated Courses 39
Auditing 39
Withdrawal from Courses 39
Withdrawal from the University 39
Leaves of Absence 39
Honorable Dismissal 40
Credit Hours 40
Study Load 40
Deferment Information 40
Attendance Regulation 40
Final Examinations 40
Grading 40
Academic Probation and Disqualification 40
Transfer Credit 41
Waivers 41
Academic Advising 41
Change of Program 41
Petition Process 41
Application for Graduation 41
Normal Progress toward a Degree 42
Determining Degree Requirements 42
Degree Posting Dates 42
Grade-Point Average Requirement 42
Residence Requirement 42
Distribution of Courses 42
Course Replacement and Substitution 42
Additional Degree Requirements 42
Thesis 42
Additional Master's Degree or Concurrent Graduate Programs 43
Commencement 43
Security Interest in Student Records 43
Student Records Policy 43
Release of Transcripts 43
Right of Access 43
Disclosure of Student Records 43
Academic Integrity 44
Grievance Procedures 44

College of Liberal Arts and Sciences **47**
Department of Art **49**
Master's in:
Fine Arts 49
Department of Computer Science **52**
Master's in:
Applied Computer Science and Technology 52
Certificates in:
Client/Server 57
Computer Information Systems 57
End-User Support 58
Technical Programming 58
Telecommunications 58
Department of Global Studies and Sociology **62**
Master's in:
Teaching English to Speakers of Other Languages (TESOL) 63
Certificate in:
Teaching English to Speakers of Other Languages (TESOL) 64
Department of Physical Therapy **67**
Doctorate in:
Physical Therapy 67
Physical Therapy – Transitional 69

School of Business and Management **75**
Master's in:
Business Administration 76
Human and Organizational Development 78

School of Education and Behavioral Studies **85**
Support Services 88
DEPARTMENT OF ADVANCED STUDIES IN EDUCATION **89**
Credential in:
Library Media Teacher (Online) 90
Master's in:
Curriculum and Instruction in Multicultural Contexts 91
School Librarianship (Online) 92
Educational Technology and Learning 93
Online Educational Technology 94
Physical Education 95
DEPARTMENT OF EDUCATIONAL LEADERSHIP **96**
Credentials in:
Preliminary Administrative Services (Tier I) 97
Preliminary Administrative Services Internship (Tier I) 97
Master's in:
Educational Leadership 97
Combined Master's and Credential in:
Educational Leadership and Preliminary Administrative Services (Tier I) 97
Educational Leadership and Preliminary Administrative Services Internship (Tier I) 97
Credential in:
Professional Administrative Services (Tier II) 100
DEPARTMENT OF SCHOOL COUNSELING AND SCHOOL PSYCHOLOGY **101**
Master's with Embedded Credentials in:
Educational Counseling and School Counseling Credential 102
Educational Psychology and School Psychology Credential 103
DEPARTMENT OF TEACHER EDUCATION **105**
Combined Credentials and Master's in:
Multiple-Subject Teaching and Teaching Track A 107
Single-Subject Teaching and Teaching Track A 109
Multiple-Subject Internship Teaching and Teaching Track B 111
Single-Subject Internship Teaching and Teaching Track B 113
Credential in:
Mild/Moderate Disabilities (K-12) Specialist Level 1, Track A 115
Mild/Moderate Disabilities Specialist Internship Credential (K-12) Level 1, Track B 115
Mild/Moderate Disabilities Specialist, Level II 118
Combined Master's and Credential in:
Special Education and Mild/Moderate Disabilities (K-12) Specialist Level 1, Track A 119
Special Education and Mild/Moderate Disabilities (K-12) Specialist Internship Level 1, Track B 119
Master's in:
Special Education 122
Certificate in:
Cross-Cultural Language and Development 122
DEPARTMENT OF HIGHER EDUCATION AND ORGANIZATIONAL LEADERSHIP **138**
Master's in:
College Student Affairs 138
Organizational Leadership 141
Operation Impact Program 142
Center for Adult and Professional Studies 144
Master's in:
Leadership and Organizational Studies 144
DEPARTMENT OF DOCTORAL STUDIES IN EDUCATION **146**
Doctorate in:
Educational Leadership, K-12 149
Combined Doctorate and Credential in:
Educational Leadership *and* Professional Administrative Services (Tier II) 149
Doctorate in:
Higher Education Leadership 150
DEPARTMENT OF GRADUATE PSYCHOLOGY **156**
Master's in:
Marriage and Family Therapy 156
Doctorate in:
Clinical Psychology: Family Psychology 160

School of Music **181**
Master's Degrees in:
Performance 182
Music Education 182
Worship Leadership 183

School of Nursing **187**
Articulated RN to Master's in Nursing 190
Master's in:
Nursing (Traditional) 190
Nursing (Second Careers and Nursing) 196
Combined Master's and Credential in:
Pediatric Nurse Practitioner and School Nurse Services 194
Family Nurse Practitioner and School Nurse Services 195
Post-Master's Credentials in:
Adult Nursing 198
Parent-Child Nursing 199
Parish Nursing 199
Family Nurse Practitioner 199
Adult Nurse Practitioner 200
Nursing Administration 200
Nursing Education 200
Doctorate in:
Nursing 201

Haggard School of Theology **211**
Master's in:
Divinity 215
Pastoral Studies 216
Christian Education 217
Ministry Management 219
Worship Leadership 221
Religion 223
Doctorate in:
Ministry 225

Faculty Development **233**

Administration and Faculty **237**

Academic Calendar **252**

Index **255**

Campus Maps **257**

1 General Information

Regarding the Catalog 2
Statement of Mission and Purpose. 2
Essence Statement 2
Statement of Faith 3
Statement of Academic Freedom 4
History 4
Accreditation 5
Location and Campus 5
Regional Centers 6
Internet Acceptable-Use Policy 6
Harassment Policy 6
Statements of Compliance 6
Earthquake Procedures 7

Regarding the Catalog

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

Because this publication is prepared in advance of the year it covers, changes in some programs inevitably occur. Though the semester/term schedule of classes is the final authority in regard to classes offered, updated information may also be found on the Azusa Pacific University website (www.apu.edu).

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

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

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

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

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

International students please contact the Office of International Student Services, 901 E. Alosta Ave., Azusa, CA 91702-7000, (626) 812-3055, iss@apu.edu.

Statement of Mission and Purpose

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

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

Essence Statement

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

Christian

We are Christians who:

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

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

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

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

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

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

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

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

Academic

We are scholars who:

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

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

exhibit intellectual curiosity, flexibility, and critical openmindedness.

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

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

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

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

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

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

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

Developmental

We are persons who:

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

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

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

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

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

Service

We are servants who:

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

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

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

Statement of Faith

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

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

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

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

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

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

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

Daily Living Expectations

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

A caring, effective love both to God and humanity

A Christ-like unity and acceptance among believers

A lifestyle dedicated to God's will in society

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

A daily affirmation of Christ as Lord

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

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

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

A witness for Christ without hypocrisy

A firm, committed desire to be God's person

Statement of 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.

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. He oversaw the construction of seven new buildings, a doubling of student enrollment, and the quadrupling of graduate programs.

In addition, he was instrumental in initiating the university's first three doctoral programs. After a decade of exceptional growth and the celebration of the university's centennial, Felix announced his retirement in April 2000. Executive Vice President Jon R. Wallace, DBA, assumed the role of acting president in July 2000. He was selected unanimously by the Board of Trustees to fill the role of president, effective November 27, 2000.

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

Accreditation

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

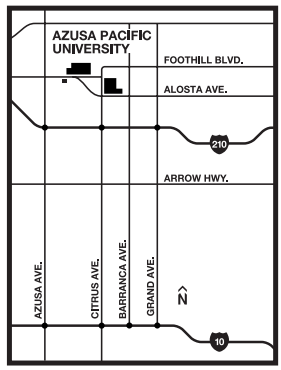
Accreditation documents and information about professional memberships are available in the Office of the Provost.

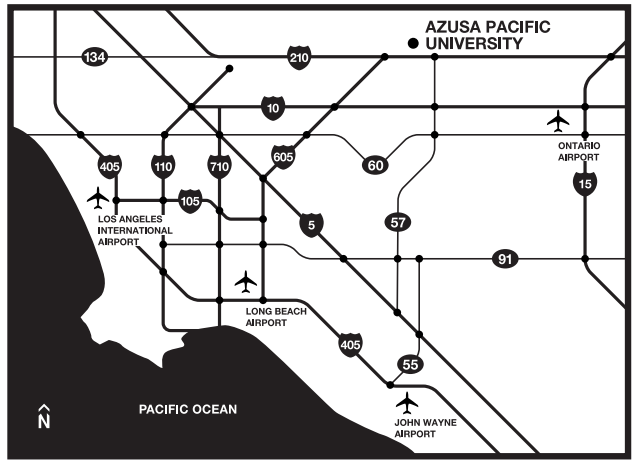
*Western Association of Schools and Colleges Accrediting Commission for Senior Colleges and Universities, 985 Atlantic Avenue, Suite 100, Alameda, California 94501, (510) 748-9001, fax (510) 748-9797

Location and Campus

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

Situated on the 52-acre East Campus are the university administrative facilities, library, classrooms, student center, gymnasium, residence halls, and student apartments. The purchase of 53 additional acres on Foothill Boulevard has provided the university with room to grow. The West Campus now houses the Schools of Nursing and Education and Behavioral Studies, Haggard School of Theology, as well as the Department of Computer Science, numerous classrooms and faculty offices, administrative facilities, the state-of-the-art Hugh and Hazel Darling Graduate Library, a food court, a bookstore, the 3,500-seat Richard and Vivian Felix Event Center, and the newly constructed Duke Academic Complex and James L. Stamps Theological Library.





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

Azusa Pacific University
568 E. Foothill Blvd.
Azusa, CA 91702-7000
(626) 815-4570
Fax: (626) 815-4545 or 815-4571
Email: graduatecenter@apu.edu
Website: www.apu.edu

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

Regional Centers

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

Internet Acceptable-Use Policy

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

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

User Requirements

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

Acceptable Uses

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

Unacceptable Uses

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

Enforcement and Violations

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

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.

Statements of Compliance

Azusa Pacific University, in compliance with Titles VI and VII of the Civil Rights Acts of 1964 and Title IX of the Educational Amendments of 1972, does not discriminate on the basis of race, color, national origin, gender, age, disability, or status as a veteran in any of its policies, practices, or procedures. The chief judicial officer is the campus coordinating officer for Title IX, and all inquiries should be made to the Office of Student Life, (626) 815-3883.

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

Earthquake Procedures

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

During an earthquake:

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

After an earthquake:

1. Check for injuries. Do not attempt to move persons who may be seriously injured unless they are in danger of further injury.
2. If a gas leak is detected, call the Department of Campus Safety at (626) 815-3898. Also notify the Emergency Operations Committee so that an evacuation may be conducted. The Committee will assemble in the College of Liberal Arts and Sciences (CLAS) Conference Room located on East Campus in the Ronald Building.
3. If other utility problems are detected, notify the Department of Campus Safety at (626) 815-3898 and the Office of Facilities Management at (626) 812-3002.
4. Evacuation of buildings is not automatic; it depends on surrounding circumstances, (i.e., gas leak, fire, or severe structural damage). Building evacuations should be conducted at the direction of Emergency Operations Committee members.
5. If buildings are evacuated, be prepared to locate and assist individuals with disabilities during the evacuation process. Do not re-enter any buildings until directed by the Emergency Operations Committee.

2 Campus Resources

Graduate Center 10
Regional Center Locations 10
Libraries 12
Writing Center 12
University Bookstore 13
Shuttle Schedule 13
University Counseling Center 13
Duplicating and Graphics Center 13
Campus Safety 13
Health Services 14
Insurance 14
International Student Health Insurance 14
Information and Media Technology (IMT) 15
Computers 15
Office of Distance Learning 15
Study Abroad Programs 16
The International Center 16
International Student Services (ISS) 16
Institute of Academic Research and Grants 17
Center for Research in Science 17
Center for Strengths-Based Education 17
Center for Academic Service Learning and Research 17

Graduate Center

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

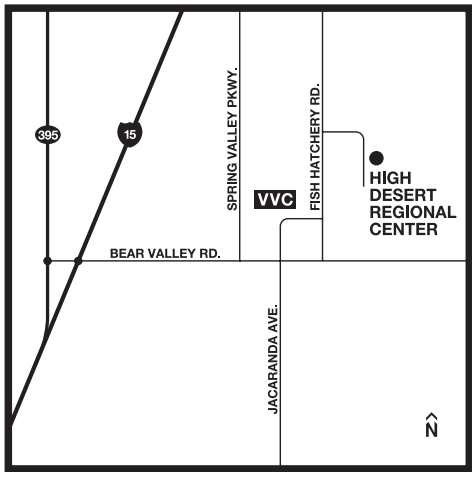
Azusa Pacific University
568 E. Foothill Blvd.
Azusa, CA 91702-7000
(626) 815-4570
Fax: (626) 815-4545 or (626) 815-4571
Email: graduatecenter@apu.edu
Website: www.apu.edu
Center Director: Nancy Stevens, M.A.

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

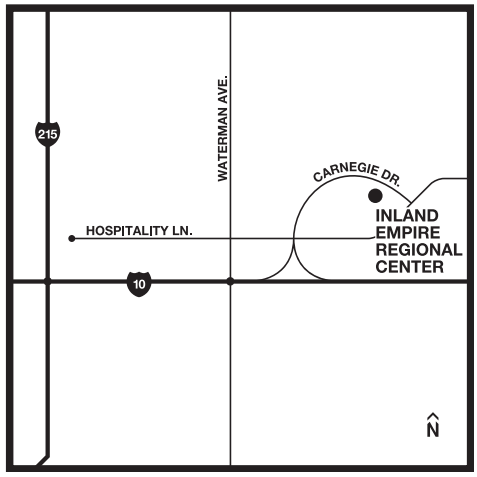
Regional Center Locations

APU has seven regional centers throughout Southern California. Check with locations for specific programs offered.

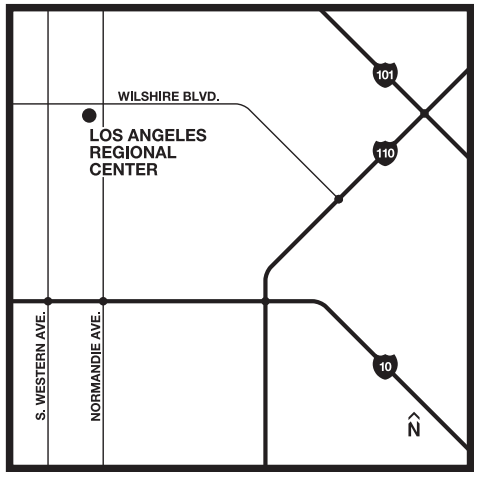
High Desert Regional Center
Victor Valley College
18422 Bear Valley Rd.
Victorville, CA 92392
(760) 952-1765
Fax (760) 952-1734
highdesert@apu.edu
Center Director: Vacant



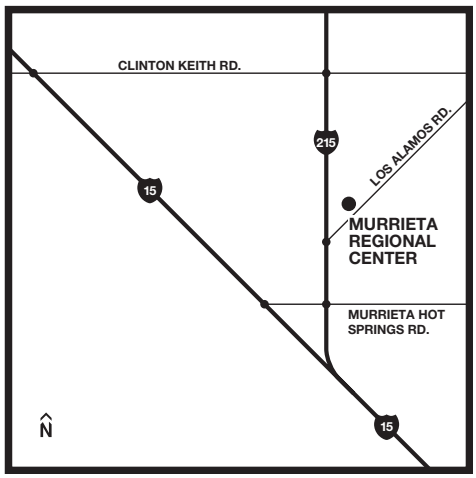
Inland Empire Regional Center
685 E. Carnegie Dr., Ste. 170
San Bernardino, CA 92408
(909) 888-9977
(800) 964-8807 (toll free)
Fax (909) 888-8739
inlandempire@apu.edu
Center Director: Karl Wolfe, Ed.D.



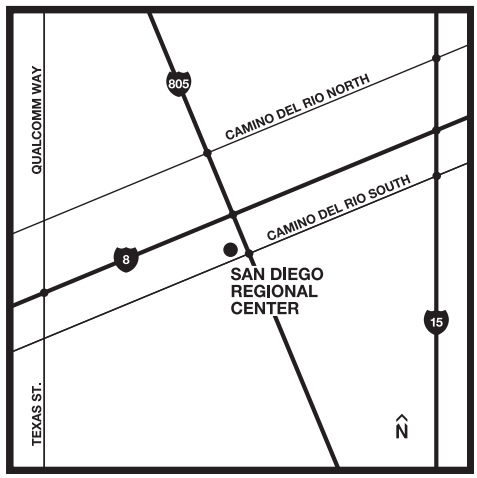
Los Angeles Regional Center
3580 Wilshire Blvd., Ste. 1240
Los Angeles, CA 90010
(213) 252-0962
Fax (213) 385-5891
lacenter@apu.edu
Center Director: John Park, Ph.D.



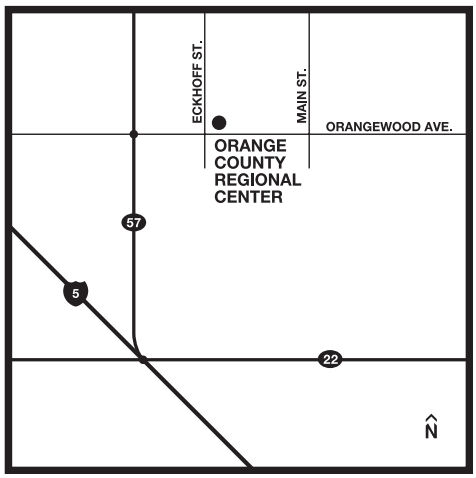
Murrieta Regional Center
39573 Los Alamos Rd.
Murrieta, CA 92563-5032
(951) 304-3400
(877) 210-8841 (toll free)
Fax (951) 304-3388
murrieta@apu.edu
Center Director: Vicke Becker, Ed.D.



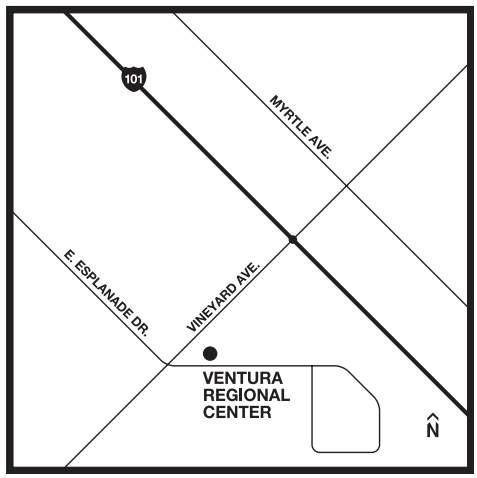
San Diego Regional Center
2820 Camino del Rio South, Ste. 100
San Diego, CA 92108
(619) 718-9655
(877) 210-8839 (toll free)
Fax (619) 718-9659
sandiego@apu.edu
Center Director: Vacant



Orange County Regional Center
1915 Orangewood Ave., Ste. 100
Orange, CA 92868
(714) 935-0260
(800) 272-0111 (toll free)
Fax (714) 935-0356
orangecounty@apu.edu
Center Director: Doug Martin, Ed.D.



Ventura Regional Center
445 E. Esplanade Dr., Ste. 200
Oxnard, CA 93036-2145
(805) 988-1267
(877) 210-8840 (toll free)
Fax (805) 604-1581
ventura@apu.edu
Center Director: Bud Weatherby, Ph.D.



Libraries

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

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' Web page located at apu.edu/library/information/hours.

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

The holdings of the Hugh and Hazel Darling Library include collections supporting computer science, education, nursing, physical therapy, and professional psychology. This library houses the Special Collections of Azusa Pacific University. The library is comprised of two main areas that are connected by The ECF Academic Hall of Fame. The Stamps Rotunda offers a traditional library environment of book stacks and individual study carrels, and the Ahmanson Integrated Information Technology Center includes 75 workstations for research. This center also houses 8 scholar study rooms, 8 group study rooms, 4 conference rooms, and the Special Collections Reading Room. The Berger Computer Training Room with 22 computer workstations is located here along with the Department of Technical Services processing facility for acquisitions, cataloging, and serials.

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

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

Library Use

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

Writing Center

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

The Writing Center also equips its staff members (included are undergraduate and graduate students) with valuable instruction in the theories of writing and writing assistance in one-on-one and small group situations. Staff training emphasizes the collaborative nature of writing and the interpersonal skills necessary for successful writing conferences.

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

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

University Bookstore

Located on West Campus, across from the Hugh and Hazel Darling Library, the University Bookstore offers a wide range of merchandise and services. In addition to all the materials needed for students' courses, a broad selection of Christian books (Bibles, Bible reference, Bible studies, Christian living, devotional, novels, and more) and reference materials are carried. The University Bookstore is a one-stop source for everything needed to show school spirit (clothing, hats, mugs, etc.) and for gift giving (Christmas, birthdays, Mother's and Father's days, Valentine's Day, Easter, etc.). Students may also order graduation announcements, class rings, and nursing pins and badges, as well as purchase art and office supplies. For the students' convenience, a fax sending and receiving service is offered. Special orders for books that are not carried by the University Bookstore are available. In addition, imprinting, ATM, balloon bouquets, and complimentary gift-wrapping are available.

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

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

Shuttle Schedule

Daytime Schedule (7 a.m.-4 p.m.)

Four shuttle vehicles operate from 7 a.m.-4 p.m. daily. Two Azusa Square Express shuttles (non-ADA equipped) run clockwise from East Campus to Azusa Square at Cerritos Avenue (serving 680 Alosta Avenue and Administration West), to West Annex Parking, to West Campus, and then returning to East Campus. Two other vehicles (ADA equipped) run counterclockwise from East Campus to West Campus at Centennial Drive, to West Annex Parking, to Azusa Square at Cerritos Avenue, then back to East Campus. In general, a vehicle arrives at each stop every 7 to 10 minutes.

Evening Schedule (4-11 p.m)

One ADA-equipped trolley runs counterclockwise from East Campus to West Campus, to West Annex Parking, to Azusa Square, and then back to East Campus. In addition, from 4:30-11 p.m., a 15-passenger van shuttles passengers between Azusa Square at Cerritos Avenue and 690 Alosta Avenue.

After Hours (10 p.m-2 a.m)

A courtesy van runs between West Annex Parking and East Campus.

University Counseling Center

The University Counseling Center (UCC) is made up of professionally trained Christian counselors committed to facilitating the emotional, psychological, social, academic, and spiritual wellness of the APU community. UCC services are available to any student currently enrolled in graduate courses on the Azusa Campus, and include individual counseling, couples counseling, group counseling, and educational workshops and training. All counseling services provided by the UCC are confidential. For information, call (626) 815-2109.

Duplicating and Graphics Center

Duplicating

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

Fall/Spring hours:	
Monday-Thursday	8 a.m.-6 p.m.
Friday	8 a.m.-4:30 p.m.
Saturday	11 a.m.-4 p.m.
Summer hours:	
Monday-Friday	8 a.m.-4:30 p.m.
	hours may vary

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

Graphics Center

The Graphics Center provides a self-serve resource lab where students, faculty, staff, and the general public can create projects at affordable prices in a convenient location. Student workers are available to provide assistance with the use of machinery and software. Products include: Black and white copies, color copies, poster printing, poster lamination, lamination, binding, construction paper, cardstock, transparencies, poster board, foam core, T-shirt press, hat press, 8.5x11 transfers, Ellison die cut machines, scanners button maker, sticker maker, and fax machine. PC and Macintosh computers available with Adobe Photoshop, Illustrator, InDesign, QuarkXpress, Microsoft Office, PageMaker, and more.

Fall/Spring hours:	
Monday-Thursday	9 a.m.-9 p.m.
Friday	9 a.m.-4:30 p.m.
Saturday	11 a.m.-4 p.m.
Summer hours:	
Monday-Friday	9 a.m.-4:30 p.m.

The Graphics Center is closed Sundays and holidays. Hours and schedules are subject to change throughout the year.

Coordinator: Kristen McCabe

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

Campus Safety

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

If a crime occurs, Campus Safety officers act in accordance with established policy and assist the police as required.

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

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

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

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

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

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

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

Health Services

The Student Health Center, located on APU's East Campus, offers services for preventative medicine as well as the treatment of minor illnesses, emergencies, and first aid. Special appointments include: nutrition, stress management, substance abuse, weight management, premarital consultations, and STD awareness.

Hours vary each semester and are posted at the Health Center. A nurse or doctor is on call after hours and on weekends as needed through the Department of Campus Safety. During summer hours, semester breaks, and holidays, the center may make referrals to outside physicians and medical facilities.

The attending physician, nurse practitioners, or registered nurses administer medications, injections, and treatment of minor illnesses. 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. Prematriculation immunizations and a recent TB skin test are prerequisites to enrollment. Contact the Health Center for current requirements at (626) 815-2100.

The services available at the Health Center also include: physical examinations, immunizations, allergy injections, first aid, preventative medicine, nutritional guidelines, weight loss monitoring, lab services (nominal fee) X-ray referrals, medications (nominal charge), and basic women's healthcare.

Insurance

Insurance claim forms are available from the Health Center. However, it is the student's responsibility to file the claim and pay the portion of the medical bill not covered by the policy. Students must check the "Coverage" and the "How to File" sections of the insurance policy.

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

This insurance coverage is optional for graduate domestic students to be purchased during registration if criteria are met. For more information, contact the Health Center at (626) 815-2100. Those without insurance may schedule an office visit for a fee.

International Student Health Insurance

All full-time international students holding an immigration document from Azusa Pacific University (I-20 or DS 2019) are required to purchase the APU international health insurance.* The international health insurance meets the U.S. government requirement for health insurance for international students. The insurance must be purchased at the time of registration twice a year with a total of 12-month coverage. All students with this coverage may use the APU Health Center for little or no cost. Insurance coverage terminates when the student terminates his/her study.

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

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

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

Information and Media Technology (IMT)

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

- **Support Desk** – The support desk provides assistance with Cougars' Den accounts, All Access (wireless) connection, and dial-up service.
- **Cougars' Den** – APU's intranet, Cougars' Den, is a free service offered to every student, providing the necessary tools to communicate with other students and faculty. Cougars' Den provides an email account, instant messaging, server disk space for Web pages, and access to critical campus resources such as grades, financial information, and online library resources.
- **Antivirus Protection** – Antivirus protection is provided through a corporate license with Norton-Symantec. Norton AntiVirus will be installed automatically upon the first use of the APU network and will be updated with each subsequent use. This free service precludes the use of any other antivirus software when using the APU campus network.
- **All Access** – All Access is APU's name for the wireless network. Because mobility is an important part of a student's learning experience, the wireless network allows students to connect to the Internet, use email, chat, and search library resources from various locations on campus, including outdoor green spaces without using cables. Please contact the IMT Support Desk for connection services. In order for students to enjoy the benefits of APU's wireless network, students must bring or purchase their own wireless network interface card.

  Additionally, the IMT Computer Store located on West Campus inside the University Bookstore provides students with the following equipment that is compatible with the All Access wireless network.

Windows and PC Desktops	
Cisco 350 Series Wireless w/Lucent Adapter	$160
Cisco 350 Series Wireless PCI	$200
Windows and PC Laptops	
Cisco 350 Series Wireless PCMCIA	$115
Proximo/Orinoco/Lucent	$80
Macintosh Desktops	
Cisco 350 Series Wireless PCI	$200

  The Transceivers and Asante boxes *are not* for sale.

Macintosh Desktops and Laptops	
Airport card	$100
Proximo/Skyline Wireless USB	$150

- **Computer Facilities** – Computers can be found clustered in the libraries and the Student Union. These computer facilities are equipped with PC and MAC workstations and printers. Software available includes SPSS, Microsoft Office Suite, medical programs, databases, a variety of discipline specific programs, and full Internet access. Lab assistants are available during operational hours.

Computers

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

Acknowledging the importance of computing as an integrated part of the learning experience, APU partners with a major PC supplier and Apple to offer notebooks for the power of mobility. For more information, please contact the computer store coordinator at computerstore@apu.edu.

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

PC – Celeron (Pentium 4) 733 Mhz (1.5 Ghz) processor; 128 (512)MB RAM;20 (40)GB hard drive; 56k modem; 10/100Base-T Ethernet card; CD-Rom (CDRW/DVD); 802.11b compatible wireless card; Windows XP operating system

MAC – G4 (G5) or iMac/iBook (Powerbook) 700 Mhz (1 Ghz) processor; 128 (512)MB RAM; 20 (40)GB hard drive; 56k modem; 10/100Base-T Ethernet card; CD-Rom (CDRW/DVD); Airport or 802.11b compatible wireless card; OSX 10.2 (OSX 10.3) operating system

Office of Distance Learning

Online Courses: online.apu.edu

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

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

APU offers two fully online programs: the Master of Arts in Education: School Librarianship and the Master of Arts in Educational Technology. Other individual online classes are offered that can be taken as part of traditional face-to-face graduate programs. For information, contact (626) 815-5040.

Study Abroad Programs

The Office of Study Abroad coordinates efforts with APU deans and department chairs to develop international study programs with accredited foreign universities for interested graduate students. Students seeking to experience the cross-cultural aspect of education firsthand are encouraged to speak with their graduate program advisor to explore the possibilities of studying abroad in conjunction with their APU course work.

The International Center

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

The International Center consists of three departments:

International Enrollment Services (IES)

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

American Language and Culture Institute (ALCI)

In addition to implementing the six-level, year-round academic ESL program, ALCI encompasses a variety of other academic programs offered or developed within the department to serve the needs of international students, American students, faculty, and staff at APU. ALCI's goal is to design and implement academic services that enable international and American students and scholars to effectively communicate in the global marketplace and academy.

International Student Services (ISS)

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

The Office of International Student Services (ISS) includes international admissions, transcript evaluations, immigration advising, and support services for APU's international students and scholars from more than 40 countries. ISS promotes international awareness and understanding on campus, and is located on East Campus, (626) 812-3055.

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 service. Students also receive help obtaining a bank account, Social Security number, driver's license, and housing. A special mandatory orientation for international students is provided which acquaints them with the university and U.S. laws and culture.

ISS also sponsors an International Chapel once a week, which is open to international and domestic students alike. In addition, ISS sponsors numerous other special activities to introduce students to Southern California.

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

For more information on admissions, see International Graduate Admissions.

***Immigration documents I-20/DS 2019 will be offered only for the following centers: Los Angeles, Orange, Ventura, and San Diego.**

International Campus Fellowships

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

Financial Aid

At present, there are no scholarships available at the post-baccalaureate level. There are some teacher assistantships or graduate internships available in some of the departments. For further information, please see specific program area.

Visiting Scholarships

Five visiting scholarships are awarded a full-tuition discount annually. There are two types of visiting scholars: research and degree seeking. To be eligible to apply for a visiting scholar position, the individual must have a bachelor's degree, a minimum of five years work experience in a professional capacity, the financial ability to cover their own cost of living and books, and meet the minimum English requirements for the university. In addition, those desiring the degree-seeking scholarship must meet all of the admission qualifications for a specific degree program. Please contact ISS for additional information about this specific scholarship.

U.S. Immigration

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

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

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

To maintain legal status, the student must:

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

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

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

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

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

Institute of Academic Research and Grants

The Institute for Academic Research and Grants (IARG) strengthens and celebrates APU's community of Christian scholars through research support and grant services. The Institute consists of the following three support areas for faculty and graduate students:

Office of Research

The Office of Research promotes faculty and doctoral student research projects and programs, including assessing research and dissemination interests and needs, and facilitating access to technical support, data analysis, statistical methods, and consultation. Research is also supported through workshops, writers' retreats, advanced seminars, and research presentations.

Office of Sponsored Research and Grants

This office supports faculty and doctoral students seeking external grants to fund academic research and scholarly activities. Faculty and students are assisted with grant applications, including proposal development, budget preparation, guarantee of assurances, and administrative approval.

Center for Research in Ethics and Values

The Center for Research in Ethics and Values promotes faculty and doctoral student research studies related to ethics and values. Support is offered through consultation with research design as well as the approval and administration of intramural grants addressing ethics and values.

Center for Research in Science

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

Center for Strengths-Based Education

The mission of this center is to transform educational practices by equipping faculty and staff to identify and nurture students' strengths as the foundation for engaging students in the learning process and helping them achieve excellence. Strengths-based education is supported through training, research, interventions, assessment, and dissemination.

Center for Academic Service Learning and Research

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

3 Admissions Policies

Graduate Admission to the University 20
Application and Fee 20
Graduate Program Application Requirements 20
P.A.C.E. Option 23
Transcripts 23
Policy Regarding False Information 23
Change of Program 23
International Graduate Admissions 23
English Proficiency Requirements 24
Conditional Admission 24
American Language and Culture Institute 24

Graduate Admission to the University

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

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

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

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

A cumulative minimum 3.0 (on a 4-point scale) grade-point average (GPA) is required for the posted baccalaureate degree. Candidates with a GPA of 2.5-2.99 will be considered for provisional admission. This provisional status requires completion of the first 12 units of graduate course work at APU with a grade of *B* (3.0) or better in each course. Specific program admission requirements may be more stringent. Those with baccalaureate grade-point averages below a 2.5 will be denied admission to the university.

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

Applicants denied admission may be considered for university admission by meeting one of the following options:

- **Option 1**: A clear (non-emergency or preliminary) teaching credential
- **Option 2**: CBEST scores and one of either: CSET, MSAT or PRAXIS/SSAT scores (All scores must meet California passing standards.)
- **Option 3**: A minimum combined score of 1,000 for the verbal and quantitative sections of the Graduate Record Examination (GRE) (The GRE must be taken within the previous 12 months prior to application.)
- **Option 4**: Post-baccalaureate evidence of graduate study ability

Forms and procedures are available from the Graduate Center.

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

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

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

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

Located at:
568 E. Foothill Blvd.
Azusa, CA 91702-7000
(626) 815-4570
Fax: (626) 815-4545 or 815-4571
Email: graduatecenter@apu.edu
Website: www.apu.edu

Non-U.S. citizens/nonpermanent residents must apply through the Office of International Student Services (see International Graduate Admissions).

Application and Fee

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

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

Graduate Program Application Requirements

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

College of Liberal Arts and Sciences

www.apu.edu/clas

Department of Art

Master's Program

- Master of Fine Arts

Department of Computer Science

Master's Programs

- Master of Science in Applied Computer Science and Technology
  - Client/Server
  - Computer Information Systems
  - End-User Support
  - Inter-Emphasis
  - Technical Programming
  - Telecommunications

Certificates

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

Department of Global Studies and Sociology

Master's Programs

- Master of Arts in Teaching English to Speakers of Other Languages (TESOL)
- Master of Arts in TESOL/Christ's College
- Master of Arts in TESOL/Field-based

Certificates

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

Department of Physical Therapy

Doctoral Program

- Doctor of Physical Therapy

School of Business and Management

www.apu.edu/sbm

Master's Programs

- Master of Business Administration:
  - Finance
  - Human and Organizational Development
  - International Business
  - Management Information Systems
  - Marketing
  - Strategic Management
  - Web and Information Technology
- Master of Arts in Human and Organizational Development

School of Education and Behavioral Studies

www.apu.edu/educabs

Department of Advanced Studies in Education

Master's Programs

- Master of Arts in Education: Curriculum and Instruction in Multicultural Contexts
- Master of Arts in Education: School Librarianship (online)
- Master of Arts in Educational Technology and Learning
- Master of Arts in Educational Technology (online)
- Master of Science in Physical Education

Master of Arts and Credential Programs

- Master of Arts in Education: School Administration and Preliminary Administrative Services Credential (Tier I)
- Multiple-Subject Internship Teaching Credential and Master of Arts in Education: Teaching (Track B)
- Single-Subject Internship Teaching Credential and Master of Arts in Education: Teaching (Track B)

Department of Educational Leadership

Master's Program

- Master of Arts in Educational Leadership

Master of Arts and Credential Program

- Master of Arts in Educational Leadership and Preliminary Administrative Services Credential (Tier I)
- Master of Arts in Educational Leadership and Preliminary Administrative Services Internship Credential (Tier I)

Credentials

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

Department of School Counseling and School Psychology

Master's Program

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

Department of Teacher Education

Master's Program Only

- Master of Arts in Education: Special Education

Master of Arts and Credential Programs

- Master of Arts in Education: Special Education and Mild/Moderate Disabilities Specialist Credential (K-12) Level 1/Track A
- Master of Arts in Education: Special Education and Mild/Moderate Disabilities Specialist Internship Credential (K-12) Level 1/Track B
- Multiple-Subject Internship Teaching Credential/Master of Arts in Education: Teaching (Track B)
- Multiple-Subject Teaching Credential/ Master of Arts in Education: Teaching (Track A)
- Single-Subject Internship Teaching Credential/Master of Arts in Education: Teaching (Track B)
- Single-Subject Teaching Credential/ Master of Arts in Education: Teaching (Track A)

Credentials Only
- Mild to Moderate Disabilities Specialist Credential (K-12) Level 1/Track A
- Mild to Moderate Disabilities Specialist Internship Credential (K-12) Level 1/Track B

Certificate
- Cross-Cultural Language and Academic Development (C.L.A.D.)

Department of Higher Education and Organizational Leadership

Master's Programs
- Master of Education in College Student Affairs (traditional and summer track)
- Master of Arts in Organizational Leadership (Azusa location)
- Master of Arts in Organizational Leadership (Operation Impact)
- Master of Arts in Leadership and Organizational Studies (accelerated)

Department of Doctoral Studies in Education

Doctoral Programs
- Doctor of Education in Educational Leadership (K-12)
- Doctor of Education in Higher Education Leadership
- Doctor of Education in Educational Leadership and Professional Administrative Services Credential (Tier II)

Department of Graduate Psychology

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

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

School of Music

www.apu.edu/music

Master's Program
- Master of Music Education
- Master of Music in Performance
  Emphasis in:
  Conducting
  Instrumental
  Piano and Organ
  Vocal
- Master of Arts in Worship Leadership

School of Nursing

www.apu.edu/nursing

Master's Programs
- Second Careers and Nursing
- Master of Science in Nursing
  Articulated RN-MSN
  (for students with an A.A. degree or diploma in nursing and a baccalaureate degree in a non-nursing discipline)

Clinical Specialization in:
Adult Nursing
Adult Nurse Practitioner
Combined Adult Clinical Nursing and Adult Nurse Practitioner
Combined Parent-Child Clinical Nursing and Pediatric Nurse Practitioner
Family Nurse Practitioner
Parent-Child Clinical Nursing
Parish Nursing and Health Ministries Specialist

Optional Additional Emphasis in:
Nursing Administration
Nursing Education

Combined Master's and Credential Program
- Master of Science: Nursing and School Nurse Services Credential

Post-bachelor's Credential
School Nurse Services

Post-master's Credentials
Adult Nursing
Adult Nurse Practitioner
Family Nurse Practitioner
Nursing Administration
Nursing Education
Parent-Child Nursing
Parish Nursing

Doctor of Philosophy in Nursing

Haggard Graduate School of Theology

www.apu.edu/theology

Master's Programs
- Master of Arts in Christian Education
- Master of Arts in Christian Education: Youth Ministries
- Master of Arts in Ministry Management
- Master of Arts in Pastoral Studies
  Church Development
  Urban and Intercultural Studies
- Master of Arts in Religion
  Biblical Studies
  Theology and Ethics
- Master of Arts in Worship Leadership
- Master of Divinity

Doctoral Program
- Doctor of Ministry

Pre-Admission Course Enrollment (P.A.C.E.) Option

Students are allowed to take courses in some graduate programs prior to being admitted to Azusa Pacific University. The number of units that may be taken while in the application process varies by program. The P.A.C.E. Option is not available for doctoral, School of Education and Behavioral Studies, and School of Business and Management program applicants.

The following must be submitted before exercising this option: a completed application for admission, the $45 application fee, and transcript of a bachelor's or master's degree earned from a regionally accredited institution with the minimum GPA required for university admission. Completion of preadmission courses does not guarantee admission regardless of course outcome.

Some departments and schools may specify which courses a student may take prior to admission and may allow only prerequisites to be taken.

The P.A.C.E. Option may be exercised only once per APU degree earned. Students may not take pre-admission courses for each "Change of Program" submitted.

This option is **not** applicable for international students who come to the U.S. on an I-20 or DS 2019, F1 or J1 status.

A student must be admitted by the last day to register, as published in the Graduate Academic Calendar, in order to enroll in further graduate course work.

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

Transcripts

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

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

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

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

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

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 Graduate Registrar in the Graduate Center.

Change of Program

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

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

International Graduate Admissions

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

1. Application for International Graduate Admission

2. $65 nonrefundable application fee

3. Affidavit of Financial Support (included in application form) and bank statement* proving ability to pay for educational costs through personal, family, or sponsor resources

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

4. Certified English proficiency (See "English Proficiency Requirements" section of this catalog.)
5. Letters of recommendation (included in International Graduate Admissions Application)
6. Letter to the dean (statement of educational and professional goals)
7. Résumé
8. Official transcripts sent directly from the previous school(s) attended to APU. Transcripts must be translated officially into English and include the degrees earned by the student. Both English and original language transcripts must be submitted.
9. One photo

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

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

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

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

Office of International Student Services
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000
(626) 812-3055
Fax: (626) 815-3801
Email: iss@apu.edu
Website: www.apu.edu/international

English Proficiency Requirements

All students graduating from non-English speaking institutions and applying for university graduate admission, with the exception of APU-approved bilingual programs, are required to submit a Test of English as a Foreign Language (TOEFL) score sent by ETS. The university minimum required score for graduate study is 550 (213 for the computer-based test). The minimum required score may be higher for a specific graduate program. Please see the applicable program information for its minimum TOEFL score requirements.

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

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

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

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

Conditional Admission

Some applicants have high academic ability, but have not yet achieved English proficiency. For these applicants, conditional admission is offered. Those given conditional admission must either complete their English requirement prior to beginning their program at APU, or may study in the American Language and Culture Institute (ALCI) at APU prior to studying in their program. Conditional admission is not available for the Master of Arts in TESOL, Doctorate in Physical Therapy programs, and S.C.A.N. program.

American Language and Culture Institute

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

4 Financial Information

Graduate Student Financial Services 28
Cost of Attendance 28
Payment Terms and Conditions 28
Refund Policy 29
Student Employment 29
Financial Agreement 29
Financial Aid Application 29
Financial Aid Policies 29
Types of Financial Aid 31

Graduate Student Financial Services

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

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

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

Cost of Attendance – 2005-2006

(effective fall 2005)

Matriculation Fees	
Application	$45
International Application	$65
Tuition	
Computer Science	$485/unit
Education Doctoral Studies	$630/unit
MBA Continued Capstone	$268/unit
MBA, MAHOD, MLOS	$535/unit
Master of Fine Arts	$475/unit
Doctor and Master of Physical Therapy	$475/unit
Ministry Doctoral Studies	$340/unit
Nursing Programs	
Master's	$450/unit
Ph.D.	$725/unit
Psychology Doctoral Studies	$685/unit
TESOL	$425/unit
Theology (including discounts)	$335/unit
Other Graduate Programs	$450/unit
Operation Impact	$212/unit
(50 percent discount for non U.S. citizens)	
Audit-Graduate	50 percent/unit
Other Mandatory Fees	
Health Fee (per semester)	$205
Mandatory for all on-campus and international graduate students on APU I-20 and DS 2019	

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

Special Fees	
Independent Study/Tutorial	$125/unit, plus tuition
Health Fee (optional)	$205
Late Registration Fee (nonrefundable)	$125/term
Online Fee	$120/course
Fine Arts Lab Fee	$50/lab course
MBA Capstone Proposal Fee	$150
Music – Private Lessons	$305/unit plus tuition
Music – Semi-Private Lessons	$125/unit plus tuition
Nursing Fees – includes malpractice insurance	$200/course, $400/semester maximum
Physical Therapy Lab Fee	$100/course
Psycho-Educational Assessment/Lab (EDPY 681)	$50
Service Charge for Payment Plans	
15-Week Sessions	$100
9-Week Sessions	$50
Transcript	$5/copy
Transcript Overnight Fee (Plus Transcript Fee)	U.S. only: $35
Rush Transcript (Plus Transcript Fee)	$20
Internet Fee	$50/semester
Returned Check Fee	$30 per check
Graduation Fees	
Graduation Fee	$80
Placement File	
Set-up and 10 mailings	$60
Renewal	$55
Education Employment Opportunities Newsletter	$40/year

Payment Terms and Conditions

Past balances must be paid before a new session can be started. Late registration will incur a $125 late charge as well as the current session prices. *International students are not eligible for payment plans. Tuition and fees must be paid in full at the time of registration.*

Payment in Full

Tuition and fees are due and payable at the time of registration.

15-Week Semester Plan

Net balance owed plus a $100 service charge

Registrations will be accepted based on a zero student account balance. The registration fees are due in four equal monthly installments:

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

9-Week Term Plan

Net balance owed plus a $50 service charge

Registrations will be accepted based on a zero student account balance. The registration fees are due on the 15th in two equal monthly installments following registration.

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

Federal Stafford Loan Payment Plan

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

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

Company Reimbursement Payment Plan

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

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

A service charge applies. Tuition and fees not covered are due at the time of registration.

Petition Process

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

Refund Policy

Institutional Policy for Students Withdrawing from All Units

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

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

15-Week Semester Policy

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

9-Week Term Policy

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

Summer and Special Terms

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

Federal Refund Policy

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

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

Student Employment

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

Financial Agreement

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

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

Financial Aid Application

Online Application for Financial Assistance

1. Apply for a PIN Number at www.pin.ed.gov. (The PIN acts as an electronic signature on the FAFSA as well as an identifier for other student-specific websites.)
2. Complete the FAFSA at www.fafsa.ed.gov.
3. Complete the Graduate Stafford Loan Worksheet (GSLW) at www.apu.edu/graduatecenter/services/sfs/forms/2005-2006/.

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

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

Application Priority Date

Admitted students who have completed the FAFSA and Graduate Stafford Loan Worksheet by **March 1** will receive loan processing priority over other applicants.

Financial Aid Policies

Satisfactory Academic Progress

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

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

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

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

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

Time Limit for Graduate Student Financial Aid:

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

This policy refers to all units in which a graduate student enrolls. Thus, a student who enrolls in nine units but withdraws from three would be considered to have utilized nine units of the maximum number allowed.

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

Reinstatement:

Students who fail to maintain a minimum cumulative GPA will be given one semester of "Aid Probation" in which they must earn a 3.0 GPA; otherwise, they will be placed on "Aid Suspension" and be ineligible for all financial aid (federal, state, and institutional).

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

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

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

Financial Aid Deadline

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

Financial Aid Packaging

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

Equitable Treatment

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

Release of Records

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

Keeping in Touch

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

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

Outside Aid Resources

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

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

Overawards

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

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

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

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

Types of Financial Aid

Federal Aid

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

Federal Stafford Loan

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

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

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

Loan Limits:

- Teaching and Advanced Credentials, $10,500 annually up to aggregate
- Master's and Doctoral, $18,500 annually up to aggregate

The interest rate on the Federal Stafford Loan is variable and caps at 8.25 percent.

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

Alternative Loans

Students that wish to apply for alternative loans must complete a separate application, have costs greater than school budget, and be approved by the lending agency. Alternative loans must pay tuition in full before any refund will be given. Alternative loans are those monies received through any agencies or process other than the FAFSA.

State Aid

Cal Grant A and B

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

Cal Grant T

This program is for students in teaching credential programs who did not receive Cal Grant A or B as an undergraduate.

Applications become available at the beginning of April for the following academic year. This award is intended for students who hold a bachelor's degree or higher and are actively working toward an initial teaching credential. Participants must be enrolled at least half time (i.e., one class in Fall I and one class in Fall II) and agree to teach for a minimum of one year in a California public low-performing school for each award increment of $2,000 received. This grant will cover credential courses taken in the one designated academic year only. Student must demonstrate financial need as defined by the California Commission of Teacher Credentialing, and meet the commission's GPA requirement (which may change each year).

The student must:

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

Loan Assumptions

APLE

The Assumption Program of Loans for Education (APLE) is a competitive teacher-incentive program which encourages students to become teachers. Applications become available in April. Participants must intend to teach in subject-shortage areas as identified annually by the state, such as low-income schools, state special schools, schools serving rural areas, and/or schools where there is a high percentage of teachers holding emergency permits. Student's loan balance must be in good standing. Annual payments are made to the lending agency over a four-year period.

The Federal Teacher Loan Forgiveness Program

This program can provide up to $5,000 for teachers who have already taught for five years in an elementary or secondary school that is designated as a low-income school in the Annual Directory of Designated Low-Income Schools for Teacher Cancellation Benefits.

List is available at www.ed.gov/offices/OSFAP/Students/repayment/perkins.html. For more information and/or application, visit AES/PHEAA at www.aesSuccess.org, or call (800) 692-7392.

Nursing Aid

Nursing Grants

Grant money may be available for nursing students. Please contact the School of Nursing for more information, (626) 815-5414.

Theology Aid

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

The James L. Stamps Foundation Scholarship

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

Earl E. Grant Scholarship

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

Walter and Mary Hartley Scholarship

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

Lou Ann Scott Scholarship

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

The Kim Scholarship

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

The Hausman Scholarship

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

Denominational Scholarship Funds

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

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

Brethren in Christ

Haggard School of Theology, (626) 815-5439

Friends Church

Kenton Walkemeyer, D.Min., Director of Friends Center, Haggard School of Theology, (626) 815-5077

Free Methodist Church

Don Thorsen, Ph.D., Haggard School of Theology, (626) 815-6000, Ext. 5650

Church of God, Anderson

Haggard School of Theology (626) 815-5439

Wesleyan Church

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

Education and Behavioral Studies Aid

(Refer to the Financial Aid Options brochure from the School of Education and Behavioral Studies for more information.)

State Aid

APLE

The Assumption Program of Loans for Education (APLE) is a competitive teacher-incentive program which encourages students to become teachers. Applications become available in April. Participants must intend to teach in subject-shortage areas as identified annually by the state, such as low-income schools, state special schools, schools serving rural areas, and/or schools where there is a high percentage of teachers holding emergency permits. Student's loan balance must be in good standing. Annual payments are made to the lending agency over a four-year period.

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Fellowships

AAUW – American Association of University Women

The AAUW offers teacher fellowships designed to provide professional development opportunities for female public school teachers, K-12. Go to www.aauw.org/3000/fdnfelgra/ertf/ for specific programs and funding amounts.

College Student Affairs Assistantships

Graduate students in the College Student Affairs program (M.Ed.) are eligible for consideration of graduate assistantships valued at $6,000 for the first-year students and $6,500 for second-year students. Students awarded graduate assistantships also receive a 50 percent tuition scholarship and are expected to complete 600 supervised hours of work in a program or department on campus. For more information, contact Dave McIntire at (626) 815-5485 or dmcintire@apu.edu.

Doctoral Fellowships

Fellowships are available for students in the Doctor of Educational Leadership (Ed.D.). These fellowships include a stipend of $2,500 per semester (three semesters per year) plus a 50 percent tuition scholarship. Doctoral fellows are assigned to a doctoral faculty member to assist with research and are expected to work approximately 18 hours per week. For more information, contact Merleta Dunn at (626) 815-5374 or mdunn@apu.edu.

Urban Education Research Fellows Program

Los Angeles Unified School District Program Evaluation and Research Branch has established this Fellows Program to provide intensive professional development and financial support for selected graduate student-researchers who have a commitment to urban education. Financial support includes full tuition reimbursement and half-time employment with a professional-level salary. Upon graduation, each fellow will work for the district in a full-time capacity for a minimum of three years. For more information, contact Jim Sass at (213) 241-8270 or jim.sass@lausd.net. Applications are available at www.lausd.k12.ca.us/lausd/offices/perb/ and are due March/April each year.

Scholarships

Ernest L. Boyer Teacher Scholarship

Administered by the Boyer Center at Messiah College, the Ernest Boyer Teacher Scholarship annually awards $1,500 to a senior who is planning a career in education and who exemplifies the characteristics that Boyer believed essential for becoming a good teacher. APU was selected by the Boyer family as one of five universities to receive the teacher education scholarship. Ernest Boyer was a noted educator and long-time president of the Carnegie Foundation for the Advancement of Teaching. Applications become available in early March. Interested students should contact Greg Kaiser, Ph.D., in the Department of Teacher Education, and apply by late March.

California School Counselor Association Scholarship

This scholarship provides financial assistance to California graduate students who intend to enter school service with a school counseling credential. Candidates must be currently enrolled in a Pupil Personnel Services program. Applications are available through the Department of School Counseling and School Psychology, (626) 815-5424 or Norris Truman (661) 720-4182, and must be submitted by mid-March.

CSLA – California School Library Association Southern Section Scholarship

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

CCAC – Credential Counselors and Analysts of California

Teacher of the Year and the Teacher Educator of the Year awards recognize the contributions made to the State of California by outstanding teachers and those individuals who help prepare new teachers to enter the classroom. Each honoree receives a $500 cash award. The criteria for selection includes demonstration of educational leadership, contributions made to the profession, and reputation among peers. Any CCAC member may nominate their choice by submitting their candidate's résumé, letter(s) of recommendation, along with the completed nomination form available at the CCAC website, www.teamccac.org.

Delta Kappa Gamma Scholarship

The Delta Phi Chapter Frances Maxson Sanchez Scholarship grants awards yearly for a minimum of $500 each. Women enrolled in teacher preparation programs at APU, who have completed student teaching during the year of award application and have demonstrated dedication and professional achievement in teaching, academic success, and community service, are encouraged to apply. Applications must be received by March 1, and the scholarship is awarded in April. For applications or more information, contact Jane Conroy at (626) 918-5417.

Jessamine Hopkins Hardcastle Encouragement Grant

Single parents enrolled in the accelerated degree program or working toward a credential or master's degree in the fields of education or business at APU may apply for a Jessamine Hopkins Hardcastle Encouragement Grant. This $600 award will be given annually to three single parents. The deadline for applications is November 26; selections will be made in late November and presented in December. A written statement that 1) describes their goals after they complete their degree or credential, 2) provides evidence of their commitment to completing their studies, and 3) is no longer than a single page must be submitted to be considered for this award. Please submit the single-page statement to Beverly Hardcastle Stanford, Ph.D., director, Center for Research on Ethics and Values, bstanford@apu.edu.

Pi Lambda Theta Scholarships

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

Rodney Rodriguez Scholarship

This scholarship is open to all students enrolled in the Teacher Education Program at APU. The funding varies between $200 and $500. Applications are available through Greg Kaiser, Ph.D., in the Department of Teacher Education.

Alice V. Watkins Scholarship

Applicants for this $500 annual award must be academically qualified and enrolled in a program leading to a graduate degree or credential program and have demonstrated financial need. Applications are available through the dean's office in the School of Education and Behavioral Studies and are received in January and August. Recipients will receive written notification of award.

Scholarship Searches

College Scholarship Search

Identify financial resources for college by conducting a free college scholarship search at www.scholarships.com. Scholarships, sweepstakes, and contests are available from $5,000-$10,000 and opportunities change each month.

Internet's Largest Scholarship Search

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

Information about any of the education awards listed may be obtained from Chris Zeilenga, director of student services, School of Education and Behavioral Studies.

5 Academic Policies and Procedures

Reservation of Rights . . . 38
Standards of Conduct . . . 38
Course Numbering System . . . 38
Registration . . . 38
Late Registration . . . 38
Adding and Dropping Classes . . . 39
Independent Study . . . 39
Repeated Courses . . . 39
Auditing . . . 39
Withdrawal from Courses . . . 39
Withdrawal from the University . . . 39
Leaves of Absence . . . 39
Honorable Dismissal . . . 40
Credit Hours . . . 40
Study Load . . . 40
Deferment Information . . . 40
Attendance Regulation . . . 40
Final Examinations . . . 40
Grading . . . 40
Academic Probation and Disqualification . . . 40
Transfer Credit . . . 41
Waivers . . . 41
Academic Advising . . . 41
Change of Program . . . 41
Petition Process . . . 41
Application for Graduation . . . 41
Normal Progress toward a Degree . . . 42
Determining Degree Requirements . . . 42
Degree Posting Dates . . . 42
Grade-Point Average Requirement . . . 42
Residence Requirement . . . 42
Distribution of Courses . . . 42
Course Replacement and Substitution . . . 42
Additional Degree Requirements . . . 42
Thesis . . . 42
Additional Master's Degree or Concurrent Graduate Programs . . . 43
Commencement . . . 43
Security Interest in Student Records . . . 43
Student Records Policy . . . 43
Release of Transcripts . . . 43
Right of Access . . . 43
Disclosure of Student Records . . . 43
Academic Integrity . . . 44
Grievance Procedures . . . 44

Reservation of Rights

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

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

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

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

Standards of Conduct

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

The university further reserves the right to disqualify, discontinue, or exclude any student at the discretion of the deans, faculty, administration, or Ethical Standards Committee. A full printed copy of the procedures is available at the Office of Student Life, (626) 815-3883. (See also "Academic Integrity" and "Fraudulent Records Policy.")

Course Numbering System

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

College of Liberal Arts and Sciences

ART	Fine Arts
CS	Computer Science
TESL	Global Studies and Sociology (TESOL)
PT	Physical Therapy

School of Business and Management

BUSI	Business Administration
MHOD	Human and Organizational Development
WEB	Web and Information Technology

School of Education and Behavioral Studies

CSA	College Student Affairs
EDCO	Educational Counseling
EDL	Educational Leadership
EDPY	Educational Psychology
EDTC	Educational Technology – Online
EDUC	Education
LDRS	Organizational Leadership
LMT	Library Media Teacher
MLOS	Leadership and Organizational Studies
PE	Physical Education
PPSY	Clinical Psychology
SPED	Special Education
TEP	Teacher Education

School of Music

GMUS	Music

School of Nursing

GNRS	Nursing

Haggard School of Theology

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

Office of the Provost

GRAD	Faculty Development

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

Registration

Students will receive academic credit only for courses in which they are officially enrolled. Registration is mandatory. Registration deadlines are published in the Graduate Academic Calendar. Students are expected to submit their registration or register online (if available for their program) by the Mail-in Registration deadline.

Late Registration

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

Adding and Dropping Classes

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

Independent Study

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

Graduate students may receive credit for a maximum of six units of independent study to be applied to their degree program. No more than four units may be applied toward one project. A maximum of four units may be taken during one academic term. An Independent Study form and Proposal must be submitted with a Registration form to the Office of the Graduate Registrar in the Graduate Center by the Last Day to Add or Drop Classes or Independent Studies. An independent study fee of $125 per unit will be assessed in addition to the regular tuition charge.

Course Tutorial study deals with a course replacement in terms of units, content, syllabus, outline, seat time, and testing. The student must complete an Independent Study Application form endorsed by the instructor, department chair, and dean. 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 required in a major when a class is cancelled because of low enrollment or there is a class conflict in the student's course schedule. The independent study fee applies except when waived by the department. The actual course number, rather than xxxx 599 or xxxx 799, is recorded on the student's permanent academic record. Course tutorial units do not count toward the maximum six independent study units allowed in a degree program.

Repeated Courses

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

Auditing

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

Withdrawal

Withdrawal from Courses

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

*International students must obtain approval from International Student Services to withdraw from courses.

Withdrawal from the University

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

Leaves of Absence

Enrolled graduate students may apply for university approval for a one-time leave of absence from their graduate program for a minimum of two consecutive semesters and a maximum of two years. Forms are available in the Office of the Graduate Registrar in the Graduate Center and must be submitted prior to the student's absence from the university. Failure to complete the required form will result in the student having to comply with updated requirements or changes if applicable. Expired leaves of absences are not renewable.

Honorable Dismissal

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

General Enrollment Information

Credit Hours

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

Study Load

To be classified as a full-time graduate student at the master's or credential level, one must be enrolled in at least nine units per 15-week term (or combination of 15-week and 9-week terms within the same semester); at the doctorate level, six units. Comparable requirements for half-time status for 15-week semesters are five to eight units, and three units at the doctoral level. With certain restrictions, students at the dissertation level are considered full time if enrolled in any one of the following courses: EDUC 794, EDUC 795, GDMN 790, GDMN 792, PPSY 731, or PPSY 741. Students enrolled in PPSY 750, PPSY 751 or PPSY 752 are also considered full time. Students in the Ed.D. Program who work full time may not enroll in more than seven units. Students in the Clinical Psychology Program qualify for full-time status by taking at least seven units per 15-week semester and four to six units for half-time status. It is recommended that doctoral students not exceed the unit load as indicated by each program.

Deferment Information

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

Students who depend on loan deferments while they are enrolled in school should register for all terms within the semester at the same time (i.e., for fall deferment, register for Fall, Fall I and Fall II at the same time), so the deferment will become effective as quickly as possible.

Attendance Regulation

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

Final Examinations

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

Grading

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

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

* Does not affect grade-point average.

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

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

Academic Probation and Disqualification

Satisfactory progress toward the graduate certificate, credential, or degree program is required. A student may be disqualified from further graduate work if a 3.0 grade-point average is not maintained. In the event that the grade-point average drops

below the minimum level, the student may be given one enrollment period to raise it to the satisfactory level. Exceptions to this policy may be noted in department brochures.

A doctoral student must maintain a cumulative GPA no less than 3.0 and receive no grade below *B-*. A doctoral student who is on probation for more than a total of two terms throughout his or her doctoral study may be dismissed from the program

Transfer Credit

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

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

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

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

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

Waivers

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

Academic Advising

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

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

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

Change of Program

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

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

Petition Process

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

Application for Graduation

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

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

Normal Progress toward a Degree and Time Limit for Degree

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

Selection of Catalog for Determining Degree Requirements

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

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

Degree Posting Dates

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

Grade-Point Average Requirement

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

Residence Requirement

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

Distribution of Courses

A minimum of 18 semester units in the master's degree program must be completed in courses at the 500-level or higher. Some programs have higher minimum numbers. Please review individual degree requirements carefully.

Course Replacement and Substitution

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

Additional Degree Requirements

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

Thesis

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

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

Additional Master's Degree or Concurrent Graduate Programs

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

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

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

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

Commencement

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

Security Interest in Student Records

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

Student Records Policy

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

Release of Transcripts

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

Right of Access

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

Disclosure of Student Records

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

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

APU has the right to disclose any information from the education records of a dependent student to his or her parents. A dependent student is one designated as such on the most recent income tax return filed by the student's parents. In addition, APU may disclose to the parents of a student the student's violation of any federal, state, or local law or any rule adopted by APU governing the possession or use of alcohol or a controlled substance if the student is under age 21. Finally, the university may disclose information from the education records of a student to his or her parents in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

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

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

Academic Integrity

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

Academic dishonesty includes:

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

See also: "Grievance Procedure."

Graduate Student Grievance Procedures

In the area of academics, protocol requires that student concerns or grievances about course content and relevancy, grading, teaching style, and the like, be taken up first with the professor of the given class. Failure to resolve the matter at that point may require a meeting with the appropriate department chair, or finally, the dean of the school or college. In the event that informal procedures fail to resolve the problem, the student will indicate in writing the nature of the grievance, the evidence upon which it is based, and the redress sought.

I. Definitions

A. A grievance is a statement by a student that he/she was wronged by Azusa Pacific University. The grievance may be caused by a failure of Azusa Pacific University to follow its established policies and practices.

B. A student is anyone who has officially enrolled in a graduate program at Azusa Pacific University at the time the perceived wrong occurred.

C. A complaint is the formal statement of a grievance that the student files with an appropriate administrative officer.

D. An appropriate administrative officer is the dean of the relevant college or school, the chair of the relevant department, the registrar, the director of graduate admissions, or the director of student financial services.

II. Time Limits

Failure on the part of a complainant to observe any time limit or receive an extension shall be taken to mean that the student has abandoned his/her complaint, and no further action on the matter shall be allowed. Failure on the part of someone named and accused in a complaint to object to the complaint after the complaint has been referred to the appropriate administrative officer or to observe a time limit or receive an extension, shall be interpreted as an indication of that person's agreement with all statements in the complaint, provided he/she has been given a written copy of the complaint or grievance on a timely basis. Anyone who cannot

perform a certain procedural step within the time limits stated in this document must make prior written request of the appropriate administrative officer for an extension before the time limit has been exceeded. The administrative officer may choose to grant or deny the request at his or her sole discretion; provided, however, that the time limits set forth in this document shall be modified by the administrative officer if the date for an action falls on a holiday or a semester break.

III. Legal Counsel

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

IV. Settlements Prior to a Hearing

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

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

STEP 1– *WHO ACTS*:

Student

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

Other Party

Discuss the problem with the student.

Time Limit

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

STEP 2 – *WHO ACTS*:

Student

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

Administrative Officer

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

Time Limit

The student must consult with the administrative officer within 10 working days after meeting with the other party, or if no meeting has been held, within 5 days after the end of the time limit in Step 1.

STEP 3 – *WHO ACTS*:

Student

If Steps 1 and 2 have not resolved the problem, the student must request (in writing) a hearing before the Committee on Graduate Student Grievances (CGSG). Members of the CGSG shall be appointed by the provost and shall be chaired by the associate provost or another individual designated by the provost. The request must be sent to the dean of the relevant college or school.

Dean of the College or School

A. Direct the parties involved to write a statement of the grievance and their action with respect to that grievance. Each party shall receive a copy of the opposing party's statement. The original statements shall be forwarded to the chair of the Committee on Graduate Student Grievances.

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

Time Limit

The hearing before CGSG must be requested within 10 working days after the completion of Step 2.

STEP 4 – *WHO ACTS*:

CGSG

Conduct a hearing on the grievance in accordance with approved procedures and decide the matter by a majority vote. The decision of the CGSG shall be final.

Time Limit

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

The principals shall be notified, in writing, of the decision of the CGSG within five working days after it is made.

Failure to File Grievance

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

Nursing students with grievances related to clinical problems should review the procedures outlined in the School of Nursing Handbook.

6 College of Liberal Arts and Sciences

Department of Art 49
Master of Fine Arts 49
Department of Computer Science 52
Master of Science in Applied Computer Science and Technology 52
Graduate Certificate Programs 57
Department of Global Studies and Sociology (TESOL) 62
Master of Arts/Certificate in TESOL 63
Field-based Master of Arts/Certificate in TESOL 64
Christ's College Cooperative M.A./TESOL Program 65
Department of Physical Therapy 67
Doctor of Physical Therapy 67
Transitional Doctor of Physical Therapy 69

College of Liberal Arts and Sciences

Faculty

Acting Dean and Associate Professor: Susan Ney, M.A.

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

Interim Associate Deans: L. Ray McCormick, Ph.D.; Samuel E. Sambasivam, Ph.D.

Department of Art

Chair and Professor: William Catling, MFA

Associate Professors: Guy Kinnear, MFA; Melanie Weaver, MFA

Assistant Professors: Kent Anderson Butler, MFA; David Carlson, MFA; Rebecca Roe, MFA

Department of Computer Science

Chair and Professor: Samuel E. Sambasivam, Ph.D.

Associate Professors: Lewis Chau, Ph.D.; Donald Johnson, Ph.D.; Tao Li, Ph.D.; Lyle Reibling, Ph.D.; Carol Stoker, Ph.D.

Lecturers (part time): Jim Aksel, M.S.; John Callaci, Ph.D.; Richard Eckhart, Ph.D.; Rodney Ulrich, M.S.; Allen Vanderbilt, MSEE; Robert Woolley, M.A.

Department of Global Studies and Sociology
(TESOL programs)

Chair and Professor: Richard Robison, Ph.D.

Associate Professor: Mary Wong, Ph.D.

Lecturers: Michael Chamberlain, M.A.; Donald Dorr, M.A.; Russ Frank, Ph.D.; Kim MacDonald, M.A.; Joann Pittman, M.A.; Donald Snow, Ph.D.

Department of Physical Therapy

Chair and Professor: Michael Laymon, DPTSc, PT, O.C.S., CCD

Associate Chair and Professor: Jan Snell Kodat, DPTSc, PT, CNS

Professors: Ross Biederman, DPM; Jerrold Petrofsky, Ph.D., JD

Associate Professor: Susan Shore, Ph.D., PT

Assistant Professors: Wendy Chung, DPTSc, PT; Ardith Williams-Meyer, DPTSc, PT, P.C.S.

Lecturers: Tim Dominick, DPT, PT, O.C.S.; Michael Holm, C.P.O.; Denese Kaufeldt-Soliz, DPTSc, PT, G.C.S.; Kathy Kumagai, PT, N.C.S., O.C.S.; Bruce Prins, Ph.D.; James Ries, MPT, O.C.S., PT; Jim Syms, MPT, PT, O.C.S.; Mary Ruth Velicki, M.S., PT; Diane Whiting, M.Div., PT; Michael Wong, DPT, PT, O.C.S.

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

Introduction

Azusa Pacific University's College of Liberal Arts and Sciences, commonly referred to as CLAS, offers academic programs in the arts, humanities, social sciences, and natural sciences. It includes 10 academic departments, and 96 full-time faculty offering 18 undergraduate majors, an accelerated undergraduate degree program in computer science, and graduate programs in physical therapy, teaching English as a second language, fine arts, and computer science. The college also houses three centers (the Learning Enrichment Center, the Writing Center, and the Center for Research in Science), the yearbook, the student newspaper, the forensics program, the drama program, and the campus radio station.

Programs Offered

The College of Liberal Arts and Sciences offers on-campus as well as a field-based Master of Arts in TESOL, a Master of Fine Arts, a Doctor of Physical Therapy, and a Master of Science in Applied Computer Science and Technology with six emphases. In addition, the college offers a certificate in TESOL and five Graduate Applied Computer Science and Technology Certificate programs including Client/Server, Computer Information Systems, End-User Support, Technical Programming, and Telecommunications.

Department of Art

Faculty

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

Associate Professors: Guy Kinnear, MFA; Melanie Weaver, MFA

Assistant Professors: Kent Anderson Butler, MFA; David Carlson, MFA; Rebecca Roe, MFA

Introduction

The Master of Fine Arts (MFA) at Azusa Pacific University provides an educational context within which artists of unusual artistic promise and strong motivation explore the horizons of their talents in the midst of an intense critical dialogue of both faith and art. This dialogue is generated by students, distinguished visitors, and a faculty comprised of experienced artists and designers mature in their faith and art.

The MFA student's primary experience at APU centers on studio activity and the integration of faith and art. Supporting this is a schedule of courses that includes critical issues in art and four semesters of in-depth study of the relationship of students' Christian faith and their lives as contemporary artists. Each student gains regular exposure to aesthetic or stylistic positions through faculty members and visiting artists and speakers. The program focuses not only on the refinement of visual skills, but the articulation of one's work and the cultivation of one's spirit and mind. Students bring creative force and imagination to their own development – qualities that can be stimulated and encouraged.

Master of Fine Arts

Program Objectives

The MFA Program seeks to graduate artists who:

- Contribute to the contemporary art world through the execution of quality art.
- Play a central role by serving as qualified art educators.
- Move from thinking as a student to functioning as a working artist.

The MFA program of study at APU aligns with the university's four cornerstones and applies a rigorous intellectual climate to students accepted to the program. The program allows individuals to be at different points along their spiritual and artistic journey, while adhering to the program's core perspectives: Christian, academic, developmental, and service.

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

The MFA student studies contemporary and historical art as well as the context that created it (culture, religion, politics, ethnicity, etc.). Intellectual curiosity is cultivated with a flexible and critical open-mindedness and students are challenged to deal with the complexity and ambiguity of the world, and communicate truth effectively as they come to understand it.

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

Core classes of the MFA create a small-group ethos that lends itself to the encouragement of a creative Christian lifestyle in the students. The interactive quality of a cohort that meets together for four semesters of study over a three-year period lends itself to healthy confrontation, struggle, risk, and the need to take responsibility for one's personal behavior, decisions, and continuing growth.

The act of making art is itself an act of service. MFA students are encouraged to see their art as an act of service to God, and seek opportunities for service as a means to clarify and practice faith and knowledge.

Admission

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

Program-specific application requirements are available online at www.apu.edu.

International students have a separate application procedure. Contact the office of International Student Services at (626) 815-3055 or www.apu.edu/international/iss/.

Additional Requirements

Students must complete at least 42 semester units in residence at Azusa Pacific University, as described below. No more than six units of equivalent course work may be transferred into the program. Courses are scheduled so that the program can be completed during four summers. Classes are held in the evenings for four weeks in July and one weekend in January. A maximum of eight years is allowed for the completion of the degree.

Master of Fine Arts

Program of Study: Low-Residency/Four-Summer Program

Year I		**17 units**
Summer I		
ART 501	Integration: Theory and Practice I	3
ART 510	Introduction to Graduate Studies/ Critical Issues in Art I	3
ART 530	Graduate Studio: Special Topics	3
ART 580	Critique	1
Fall I		
ART 590	Independent Studio	3
Winter I		
ART 581	Critique	1
Spring I		
ART 591	Independent Studio	3

Year II		**17 units**
Summer II		
ART 502	Integration: Theory and Practice II	3
ART 520	Critical Issues in Art II	3
ART 540	Graduate Studio: Special Topics	3
ART 582	Critique	1
Fall II		
ART 592	Independent Studio	3
Winter II		
ART 583	Critique	1
Spring II		
ART 593	Independent Studio	3

Year III		**17 units**
Summer III		
ART 584	Critique	1
ART 601	Integration: Theory and Practice III	3
ART 610	Critical Issues in Art III	3
ART 690	Creative Work Project	3
Fall III		
ART 525	Professional Practice	3
ART 594	Independent Studio	3
Winter III		
ART 585	Critique	1
Spring III		
ART 595	Independent Studio	3

Year IV		**9 units**
Summer IV		
ART 602	Integration: Theory and Practice IV	3
ART 620	Critical Issues in Art IV	3
ART 695	Exhibition Preparation	3
Total		**60 units**

Course Descriptions

ART 501 Integration: Theory and Practice I (3)
This seminar course stimulates students' thinking regarding the relationship between the life of art making and the personal development of the Christian faith.

ART 502 Integration: Theory and Practice II (3)
In this second-semester course, students write a comprehensive artist's statement reflecting their life as an artist who is a Christian. It forms the basis for future renditions, wall statements, and concept statements for proposed projects.

ART 510 Critical Issues in Art I (3)
This in-depth seminar course examines contemporary issues in the visual arts, their relation to the Christian faith, and how they ultimately relate to the student's own work. Topics vary according to the faculty.

ART 520 Critical Issues in Art II (3)
This in-depth seminar course examines contemporary issues in the visual arts, their relation to the Christian faith, and how they ultimately relate to the student's own work. Topics vary according to the faculty.

ART 525 Professional Practice (3)
This seminar course discusses the intricacies and responsibilities of the professional artist as students prepare their portfolios.

ART 530 Graduate Studio I (3)
This course centers on art concerns and critiques stemming from each student's work. Focus varies based on the professor's specialties.

ART 540 Graduate Studio II (3)
This course centers on art concerns and critiques stemming from each student's work. Focus varies based on the professor's specialties.

ART 545 Directed Experience (3)
This course requires one semester of field experience, either as a teaching assistant for a member of the studio faculty or as an intern in an arts-related organization. Discussion addresses the growing number of roles in which artists often participate in addition to or in conjunction with art making. The class includes meetings in a seminar format.

ART 580 Critique (1)
This critique course consists of in-depth processing of the artists work created up to this point in the program. Both student and faculty evaluation will be the primary content of the class.

ART 581 Critique (1)
This critique course consists of in-depth processing of the artists work created up to this point in the program. Both student and faculty evaluation will be the primary content of the class.

ART 582 Critique (1)
This critique course consists of in-depth processing of the artists work created up to this point in the program. Both student and faculty evaluation will be the primary content of the class.

ART 583 Critique (1)
This critique course consists of in-depth processing of the artists work created up to this point in the program. Both student and faculty evaluation will be the primary content of the class.

ART 584 Critique (1)
This critique course consists of in-depth processing of the artists work created up to this point in the program. Both student and faculty evaluation will be the primary content of the class.

ART 585 Critique (1)
This critique course consists of in-depth processing of the artists work created up to this point in the program. Both student and faculty evaluation will be the primary content of the class.

ART 590 Independent Studio (3)
This is an independent studio course for graduate students. A faculty mentor will be selected each semester to supervise the development of student's work.

ART 591 Independent Studio (3)
This is an independent studio course for graduate students. A faculty mentor will be selected each semester to supervise the development of student's work.

ART 592 Independent Studio (3)
This is an independent studio course for graduate students. A faculty mentor will be selected each semester to supervise the development of student's work.

ART 593 Independent Studio (3)
This is an independent studio course for graduate students. A faculty mentor will be selected each semester to supervise the development of student's work.

ART 594 Independent Studio (3)
This is an independent studio course for graduate students. A faculty mentor will be selected each semester to supervise the development of student's work.

ART 595 Independent Studio (3)
This is an independent studio course for graduate students. A faculty mentor will be selected each semester to supervise the development of student's work.

ART 601 Integration: Theory and Practice III (3)
This thesis course encourages and trains students to write about art and faith through the development of critical writing skills essential to drafting successful grant applications, and foundational to the larger literary demands of an artist's career.

ART 602 Integration: Theory and Practice IV (3)
This culminating seminar course allows students to articulate the philosophical basis for their life's work as artists who are Christians and how they plan to interact with the contemporary art world.

ART 610 Critical Issues in Art III (3)
This in-depth seminar course examines contemporary issues in the visual arts, their relation to the Christian faith, and how they ultimately relate to the student's own work. Topics vary according to the faculty.

ART 620 Critical Issues in Art IV (3)
This in-depth seminar course examines contemporary issues in the visual arts, their relation to the Christian faith, and how they ultimately relate to the student's own work. Topics vary according to the faculty.

ART 630 Graduate Studio III (3)
This course centers on art concerns and critiques stemming from each student's work. Focus varies based on the professor's specialties.

ART 640 Graduate Studio IV (3)
This course centers on art concerns and critiques stemming from each student's work. Focus varies based on the professor's specialties.

ART 690 Creative Work Project (3)
Students use this course for the creation or completion of the culminating body of art, while engaging in regular critique with their graduate committee.

ART 695 Exhibition Preparation (3)
Under the direction of the graduate art faculty, students plan, publicize, and install their graduate exhibition. The course focuses on exhibition design, execution, and documentation.

Department of Computer Science

Faculty

Chair and Professor: Samuel E. Sambasivam, Ph.D.

Associate Professors: Lewis Chau, Ph.D.; Donald Johnson, Ph.D.; Tao Li, Ph.D.; Lyle Reibling, Ph.D.; Carol Stoker, Ph.D.

Lecturers (part time): Jim Aksel, M.S.; John Callaci, Ph.D.; Richard Eckhart, Ph.D.; Rodney Ulrich, M.S.; Allen Vanderbilt, MSEE; Robert Woolley, M.A

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

Introduction

Computer science, like engineering, is an "artificial science" that deals with "how things ought to be." This is different from "natural sciences" which are concerned with "how things are." Computer science is more concerned with design and synthesis rather than with analysis and deduction (which are the concerns of the natural sciences, such as physics, chemistry, mathematics, and biology).

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

Master of Science in Applied Computer Science and Technology

Program Overview

The Master of Science in Applied Computer Science and Technology meets the need for specialists in computer science and technology at the professional level. Industry veterans as well as recent undergraduates gain a variety of technological skills in demand by organizations today, and applicable to a variety of areas in the field.

The program comprises a fundamental understanding of the use, knowledge, function, installation, and maintenance of computers. Topics include operating systems, computer modeling of management methods, multimedia, database systems, C++ programming, JAVA programming and Web development, assembly language programming, microcomputer hardware, computer trouble-shooting, client/server, telecommunications, computer programming, computer-aided design systems, software engineering, artificial intelligence, information structures, computer graphics, all aspects of the Internet, desktop publishing, embedded systems, data communications, local area networks, object-oriented programming, evaluation and selection of hardware and software, graphical user interfacing, computer ethics, computer law, proposal writing, computer consulting, and end-user support.

Admission

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

Program-specific application requirements are available online at www.apu.edu.

International students have a separate application procedure. Contact the office of International Student Services at (626) 815-3055 or www.apu.edu/international/iss/.

Program Format and Schedules

Graduate computer science programs are offered in a nine-week semester format during the fall and spring semesters. Classes usually meet one evening per week. There are five terms per year with one week between sessions. The summer term is five weeks long, and classes are held twice per week with a total of nine meetings. No classes are offered during the month of August and a two-week Christmas break. Six semester units (two courses) per term is considered a full load, although some students prefer one course per term. The degree must be completed within eight years of the program starting date.

Prerequisites

The department will review each applicant's file and may assign prerequisites as deemed necessary for successful participation in this program.

1. Prerequisites (or corequisites) may be satisfied through appropriate course work or by passing a waiver exam which is available in the Department of Computer Science. The following prerequisites are minimal and can be satisfied at Azusa Pacific University:
   - A course in introductory computer concepts (met by taking CS 120 Computer Literacy or CS 205 Microcomputer Software Tools)
   - At least two computer programming languages, one of which must be C language (Computer programming course work taken more than five years ago may not be accepted unless skills and knowledge have been maintained. These programming prerequisites may be met through course work at Azusa Pacific University, preferably CS 501 Programming Logic [Visual Basic], and CS 509 Programming Internals [C Language].)
   - Excellent working knowledge of various uses of a computer, including a word processing package, a database package (e.g., Access), in-depth skill and knowledge of a spreadsheet application (e.g., Excel), and operating systems (met by taking CS 505 Microcomputer Applications or CS 205 Microcomputer Software Tools)
   - Six units of mathematics including MATH 110 College Algebra and MATH 151 Applied Calculus or equivalent course work
   - Additional prerequisites as assigned by the program director based on applicant's need as determined by departmental review of applicant's records
2. Lack of prerequisites – Students who do not possess the above prerequisites may make up their deficiencies before entering the program or may enter the program provisionally, in which case prerequisites must be taken before beginning the core classes of the master's degree. Waiver examinations for each of the prerequisite courses are available in the Department of Computer Science. A nonrefundable fee will be assessed for the examination. A program of study (which may include prerequisite courses) should be developed in cooperation with a department advisor.
3. International students are required to have a TOEFL score of 600 or better. However, if the TOEFL score is below the requirement, a student may study in the American Language and Cultural Institute (ALCI) at the university to prepare for entry into the master's program. (Completion of Level 6 at APU replaces the TOEFL 600 requirement.) If English is not the student's primary language, he or she may be required to take TESL 500 English for Internationals, during the first semester at Azusa Pacific University. This course may be waived under certain conditions. Please see International Graduate Admissions for information.

Transfer Credit and Course Substitutions

Up to nine semester units of acceptable graduate transfer credit may be allowed if approved by the department and the Office of the Graduate Registrar in the Graduate Center. Also, in the event that a student demonstrates knowledge of a specific course sufficient to bypass that course, an alternate graduate course may be substituted with department approval of a relevant student petition.

Exit Interview

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

Program Requirements

A minimum of 39 semester units is required to complete this program with the capstone option. Otherwise, 45 units will be needed. Note: All units of credit offered at Azusa Pacific University are semester units.

Core Curriculum **24 units**

The core curriculum consists of the following eight courses:

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

Emphases **15-21 units**

The Master of Science in Applied Computer Science and Technology offers six different program specializations or emphases. Each emphasis requires core course work totaling 24 units, plus a concentration of either 15 units in the emphasis (including capstone project) or 21 units in the emphasis without a capstone project. These emphases are:

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

Client/Server Emphasis

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

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

Requirements for the client/server emphasis are listed below.

Core Curriculum		**24 units**
Client/Server Required Course Work		***12 units***
CS 520	Data Structures and Algorithms	3
CS 532	Local Area Networks	3
CS 550	Client/Server Applications Development	3
CS 551	Front-End Design Methods	3
Client/Server Electives		***9 units***
CS 552	Graphical User Interfaces	3
CS 553	Right-Sizing Information Delivery Systems	3
CS 558	Topics in Client/Server	3-6
CS 560	Advanced Database Applications	3
CS 574	Network Programming	3
CS 599	Research and Independent Study in Applied Computer Science and Technology	1-6
Total		**45 units**
— or —		
Choose the Capstone option:		
CS 595	Capstone Project	3
Total		**39 units**

Computer Information Systems Emphasis

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

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

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

Requirements for the computer information systems track are listed below.

Core Curriculum		**24 units**
Computer Information Systems Required Course Work		***12 units***
BUSI 513	Financial Analysis II	3
BUSI 514	Operations Management	3
BUSI 516	Organizational Behavior and the Future	3
BUSI 578	Strategy and Planning	3
Computer Information Systems Electives		***9 units***
CS 532	Local Area Networks	3
CS 546	Applied Artificial Intelligence	3
CS 550	Client/Server Applications Development	3
CS 552	Graphical User Interfaces	3
CS 560	Advanced Database Applications	3
CS 566	Computer Business Systems	3
CS 568	Advanced Topics in Business Programming	3-6
Total		**45 units**
— or —		
Choose the Capstone option:		
CS 595	Capstone Project	3
Total		**39 units**

End-User Support Emphasis

The end-user support emphasis prepares students for professional careers in the training and support of computer end-users. Industry veterans ready to switch over to a new role such as PC coordinator, computer training specialist, end-user support specialist, value-added reseller, computer sales specialist, or microcomputer applications and technology teacher gain the new skills necessary.

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

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

Core Curriculum		**24 units**
End-User Support Required Course Work		***9 units***
CS 530	Advanced Technologies	3
CS 532	Local Area Networks	3
CS 540	End-User Training and Support	3
End-User Support Electives		***12 units***
CS 513	Computer Systems Trouble Shooting	3
CS 534	Computer Publishing Technology	3
CS 544	Presentation Graphics and Hypermedia	3
CS 545	Topics in End-User Support	3-6
CS 546	Applied Artificial Intelligence	3
CS 552	Graphical User Interfaces	3
CS 599	Research and Independent Study in Applied Computer Science and Technology	1-6
Total		**45 units**
— or —		
Choose the Capstone option:		
CS 595	Capstone Project	3
End-User Support Elective		3
Total		**39 units**

Technical Programming Emphasis

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

Requirements for the technical programming track are listed below.

Core Curriculum		**24 units**
Technical Programming Required Course Work		***12 units***
CS 516	Microcomputer Organization and Assembly Language Programming	3
CS 520	Data Structures and Algorithms	3
CS 538	UNIX Systems Programming	3
CS 564	Windows Software Development	3
Technical Programming Electives		***9 units***
CS 517	Embedded Systems Programming	3
CS 546	Applied Artificial Intelligence	3
CS 551	Front-End Design Methods	3
CS 552	Graphical User Interfaces	3
CS 560	Advanced Database Applications	3
CS 574	Network Programming	3
CS 587	Topics in Technical Programming	3-6
CS 599	Research and Independent Study in Applied Computer Science and Technology	1-6
Total		**45 units**
— or —		
Choose the Capstone option:		
CS 595	Capstone Project	3
Total		**39 units**

Telecommunications Emphasis

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

Requirements for the telecommunications emphasis are listed below.

Core Curriculum		**24 units**
Telecommunications Required Course Work		***12 units***
CS 520	Data Structures and Algorithms	3
CS 532	Local Area Networks	3
CS 574	Network Programming	3
CS 577	Telecommunication Protocols	3
Telecommunications Electives		***9 units***
CS 530	Advanced Technologies	3
CS 550	Client/Server Applications Development	3
CS 575	Distributed Component Computing	3
CS 578	Topics in Telecommunications	3-6
CS 599	Research and Independent Study in Applied Computer Science and Technology	1-6
Total		**45 units**
— or —		
Choose the Capstone option:		
CS 595	Capstone Project	3
Total		**39 units**

Inter-Emphasis

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

The inter-emphasis track consists of the required 24-unit core along with 9 units of required course work. The remaining 12 units must be selected from the electives of at least two different emphases, unless the Capstone option is chosen. Total program requirements for the inter-emphasis track are a minimum of 39 course units for students who complete a Capstone project, or a minimum of 45 course units without a Capstone project.

Requirements for the inter-emphasis are listed below.

Core Curriculum		**24 units**
Inter-Emphasis Required Course Work		***9 units***
CS 520	Data Structures and Algorithms	3
CS 530	Advanced Technologies	3
CS 532	Local Area Networks	3
Graduate Computer Science Electives (not all from the same emphasis)		12 units
Total		**45 units**
— or —		
Choose the Capstone option:		
CS 595	Capstone Project	3
Elective		3
Total		**39 units**

Capstone Project

The capstone project is a significant computer science or software engineering project requiring extensive research and development, conducted under the general guidance of an approved faculty member, and conforms to departmental capstone project guidelines.

The capstone project is roughly equivalent in work to a typical master's thesis, but the focus is on application, research, development, and technical standards. Projects are based on computer science and engineering implementations of the scientific method.

Students in any emphasis may choose to enroll in CS 595 Capstone Project (3 units) and complete a capstone project. The student must complete all core and required course work before enrolling in the Capstone Project. This option requires 39 units.

Graduate Certificate Programs

Introduction

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

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

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

Client/Server

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

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

Prerequisites

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

Prerequisite Courses		***6 units***
CS 518	Object-Oriented Programming with C++ Language	3
CS 524	Software Engineering I	3
Required Courses		***9 units***
CS 532	Local Area Networks	3
CS 550	Client/Server Applications Development	3
CS 551	Front-End Design Methods	3
Electives		**9 units**

Students must complete three of the following courses:

CS 552	Graphical User Interfaces	3
CS 553	Right-Sizing Information Delivery Systems	3
CS 558	Topics in Client/Server (May be repeated)	3-6
CS 560	Advanced Database Applications	3
CS 574	Network Programming	3
CS 599	Research and Independent Study in Applied Computer Science and Technology	1-6
Total		**18-24 units**

Computer Information Systems

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

Prerequisites

Students must hold a bachelor's degree and satisfy prerequisites (which may also have prerequisites) for this course work as assigned by the department advisors of the two departments.

Required Courses		***9 unit***

From the School of Business and Management

Select 9 units from the following courses:

BUSI 513	Financial Analysis II	3
BUSI 514	Operations Management	3
BUSI 516	Organizational Behavior and the Future	3
BUSI 578	Strategy and Planning	3
Electives		**9 units**

Students must complete three of the following courses:

CS 532	Local Area Networks	3
CS 546	Applied Artificial Intelligence	3
CS 550	Client/Server Applications Development	3
CS 552	Graphical User Interfaces	3
CS 560	Advanced Database Applications	3
CS 566	Computer Business Systems	3
CS 568	Advanced Topics in Business Programming (May be repeated)	3-6
CS 599	Research and Independent Study in Applied Computer Science and Technology	1-6
Total		**18 units**

End-User Support

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

Prerequisites

Applicants must hold a bachelor's degree. Students without prior computer courses or experience must complete prerequisites (which may also have prerequisites) as assigned by the department.

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

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

Electives		**9 units**
Choose three of the following courses:		
CS 513	Computer Systems Trouble Shooting	3
CS 530	Advanced Technologies	3
CS 532	Local Area Networks	3
CS 534	Computer Publishing Technology	3
CS 545	Topics in End-User Support (May be repeated)	3-6
CS 552	Graphical User Interfaces	3
CS 599	Research and Independent Study in Applied Computer Science and Technology	1-6
Total		**18-27 units**

Technical Programming

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

Prerequisites

Applicants must hold a bachelor's degree. Students without prior computer courses or experience must complete additional prerequisites (which may also have prerequisites) as assigned by the department.

Prerequisite Courses		***6 units***
CS 509	Programming Internals with C (C Language Programming)	3
CS 519	Database Systems	3

Required Courses		***9 units***
CS 516	Microcomputer Organization and Assembly Language Programming	3
CS 518	Object-Oriented Programming with C++ Language	3
CS 520	Data Structures and Algorithms	3

Electives		**9 units**
Choose three of the following courses:		
CS 517	Embedded Systems Programming	3
CS 538	UNIX Systems Programming	3
CS 546	Applied Artificial Intelligence	3
CS 552	Graphical User Interfaces	3
CS 560	Advanced Database Applications	3
CS 564	Windows Software Development	3
CS 574	Network Programming	3
CS 587	Topics in Technical Programming (may be repeated)	3-6
CS 599	Research and Independent Study in Applied Computer Science and Technology	1-6
Total		**18-24 units**

Telecommunications

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

Prerequisites

Students must hold a bachelor's degree. Students without prior computer courses or experience must complete additional prerequisite courses (which may also have prerequisites) as assigned by the department.

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

Required Courses		***6 units***
CS 532	Local Area Networks	3
CS 574	Network Programming	3

Electives		**12 units**
Choose four of the following courses:		
CS 530	Advanced Technologies	3
CS 550	Client/Server Applications Development	3
CS 575	Distributed Component Computing	3
CS 577	Telecommunication Protocols	3
CS 578	Topics in Telecommunications (may be repeated)	3-6
CS 599	Research and Independent Study in Applied Computer Science and Technology	1-6
Total		**18-27 units**

Course Descriptions

CS 501 Programming Logic (3)

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

CS 505 Microcomputer Applications (3)

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

CS 509 Programming Internals with C (3)

This course teaches the internal structure of computer programs using the C programming language. Topics include program architecture and constructs, compiler functions, objects, arrays, pointers, separate compilation of program modules, data encapsulation, scope rules, exception handling, and concurrency mechanisms. *The course presents tools for competence in computer programming. This course does not count as part of the required course sequence, but provides critical content needed in the master's program. Students with strong competency in the content of this course may petition to waive it, subject to passing an appropriate waiver test. Prerequisite: CS 501 or one programming language*

CS 511 Operating Systems Practicum (3)

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

CS 512 Microcomputer Hardware Technologies (3)

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

CS 513 Computer Systems Trouble Shooting (3)

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

CS 514 Computer Modeling of Management Methods (3)

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

CS 516 Microcomputer Organization and Assembly Language Programming (3)

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

CS 517 Embedded Systems Programming (3)

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

CS 518 Object-Oriented Programming with C++ Language (3)

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

CS 519 Database Systems (3)

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

CS 520 Data Structures and Algorithms (3)

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

CS 522 Networking and Data Communications (3)
The principles, techniques, and applications of networking and data communications are covered. Topics include state-of-the-art practical technology, wide area networks, standards, protocols, topologies, ISDN, electronic/voice mail systems, electronic bulletin boards, network performance, proposals, and case studies. Instruction may include field trips and projects. *Prerequisite: six units of computer science or department's permission*

CS 524 Software Engineering I (3)
This course is the first of two required software engineering core courses for the Master of Science in Applied Computer Science and Technology. This course provides a formal study of software engineering, including goals, concepts, techniques, documents, principles, life cycle models, and tools. This course emphasizes planning and analysis with other software topics surveyed. Students are assigned to a software engineering team to analyze and design an assigned software project. *Prerequisites: CS 518 and CS 519*

CS 525 Software Engineering II (3)
This course continues the formal study of software engineering begun in CS 524. The focus of this course is software design, program implementation, unit testing, systems testing, documentation, verification and validation, and other software engineering topics. In this course, each team of students completes the software products for their project and participates in final presentations and reviews. *Prerequisite: CS 524*

CS 530 Advanced Technologies (3)
This course examines new hardware and software technologies through a combination of classroom lectures, hands-on labs, group/ individual projects, and demonstrations. Topics include applied network design, file transfer, operating system updates, and system maintenance/tuning. Special attention is given to end-user support. *Prerequisite: CS 522*

CS 532 Local Area Networks (3)
This course covers Local Area Networks (LANs), including basic concepts, topologies, physical transmission, access control, architecture, and a comparative analysis of the leading PC-based LAN implementations. The installation and management of a leading LAN system are integral components of this course. This course provides necessary training in the specialized skills required to install and manage LAN software and hardware. *Prerequisite: CS 522*

CS 534 Computer Publishing Technology (3)
This course presents the knowledge, tools, and skills needed in computer publishing, computer graphics design, and desktop publishing. It provides a strong background in microcomputer-based desktop publishing software capabilities including graphic design, page layout, and prepress operations. Students learn and use several desktop publishing software products. A number of desktop publishing projects are required in this course. *Prerequisite: six units of computer science or department's permission*

CS 538 UNIX Systems Programming (3)
This course provides an in-depth study of the UNIX operating system and its internal structure with emphasis on programming at the system level using the C programming language. Each student creates and implements several systems programs and/or kernel modules, such as utilities, user interface, and device driver in this course. *Prerequisites: CS 511, CS 518, and CS 520*

CS 540 End-User Training and Support (3)
This course examines training alternatives, end-user learning theories and research, and other training considerations. Emphasis is on consulting and trouble shooting as key components of end-user support. This course includes efficient and effective methods of installing new applications software on computers, using the given software, and developing and presenting quality training in the use of this software. *Prerequisite: six units of computer science or department's permission*

CS 544 Presentation Graphics and Hypermedia (3)
This course teaches the concepts and skills needed to create computer-based presentations using major presentation software. Students learn to generate presentations on the appropriate OS platform. Special attention is given to the development of effective presentations using a variety of media and delivery techniques. Projects and demonstrations are required. *Prerequisite: six units of computer science or department's permission*

CS 545 Topics in End-User Support (3-6)
This course covers a different aspect of end-user training each time it is offered. Topics covered vary from term to term, but include emerging technologies such as multimedia, video editing, photo-typing, and new trends in more established technologies (e.g., hypermedia). Guest speakers may be employed to ensure that the material is as current as possible. This course may be repeated for credit. *Prerequisite: six units of computer science or department's permission*

CS 546 Applied Artificial Intelligence (3)
This course examines the concepts and practice of the analysis and design of expert systems. Students receive hands-on training in the use of expert systems tools and an introduction to AI programming languages. Topics include: AI theory, expert system analysis and design, validation of competence in expert systems, management of an expert system project, and tools/AI language comparison. *Prerequisite: CS 518 or department's permission*

CS 550 Client/Server Applications Development (3)
Client/server computing is a conceptual model. The client/server paradigm expresses an optimal balance between the use of a personal computer and the strict demand for data integrity necessary in an information society. This course is based upon selected software engineering techniques to ensure the successful implementation of applications in a client/server environment. This course teaches client/server systems theory and application. All students are expected to develop an application in the client/server environment. *Prerequisites: CS 524 and CS 532*

CS 551 Front-End Design Methods (3)
This course presents various design paradigms for the front-end (or client) component of client/server systems and provides an exploration of requirements for alternative client/server products. Projects include 3GL access to a local database and 4GL access to a networked database. Additional course work is centered on case studies which compare 4GL window-like alternatives with traditional 3GL text-mode projects. Comparison and discussion of advantages and disadvantages of various types of front-end software are included. *Prerequisites: CS 519 and CS 524*

CS 552 Graphical User Interfaces (3)
This course provides an introduction to the concepts associated with the graphic design of user interfaces and event-driven programming. Techniques for designing windows, dialogue boxes, menus, command buttons, scroll bars, list boxes, edit fields, and other graphic user interface (GUI) elements are presented. Application development tools such as compilers, linkers, and library makers are included. Advanced concepts such as custom controls, mixed-language programming, overlay structures, database programming using ISAM files, presentation graphics, online help, math packages, and others are also covered. The course uses appropriate popular software for hands-on programming practice. *Prerequisite: CS 501 or one programming language*

CS 553 Right-Sizing Information Delivery Systems (3)
This course provides analysis and application of right-sizing techniques through the comparison of one upwardly directed project and one project on downward scalability. Right-sizing techniques facilitate the migration of applications to provide improved information delivery services throughout the corporation. Proper design techniques lead to scalability (the ability to easily migrate an application between various computer platforms such as PC, RISC, and mainframe computers). *Prerequisite: CS 550*

CS 558 Topics in Client/Server (3-6)
This course focuses on current topics in client/server tools and techniques. Content varies from term to term and may be devoted to current and relevant topics such as the development of an application in a client/server environment, or cover a range of topics, including a survey of peer-to-peer networking alternatives or database tools and techniques. With department approval, this course may be repeated for credit. *Prerequisite: varies depending on the topic*

CS 560 Advanced Database Applications (3)
This course provides students with advanced skills in the development of medium to very large database applications in a multi-user environment using relational databases. It includes topics such as fourth generation languages (4GLs), structured query languages (SQLs), multi-user database issues, database application tuning and optimization, and user interface development. This course is designed for students who are competent in basic database systems and desire advanced capabilities in database application development in a multi-user environment. *Prerequisite: CS 524*

CS 564 Windows Software Development (3)
This course introduces the development of applications software within a windowed environment, such as Microsoft Windows or X Windows. Concepts of the programming of graphical user interfaces (GUIs) in general and technical details of a specific application programming interface (API) are presented. Using C++, students complete several modest windows programs and one integrative project. The course forms a foundation for continued, independent learning. *Prerequisite: CS 520*

CS 566 Computer Business Systems (3)
This course is designed for students without a previous background in business administration who plan to work in business applications after completing their degree program. The course provides students with an understanding of the application of computer technology to typical business functions such as accounts payable, general ledger, accounts receivable, etc. An introduction to elementary concepts of bookkeeping and accounting is included. Students complete several programming assignments which illustrate the functionality of business applications. *Prerequisite: CS 524*

CS 568 Advanced Topics in Business Programming (3-6)
This course is intended for students specializing in computer information systems and includes timely topics in this field. Specific topics, which may vary by term, include current techniques in information system analysis and design, advanced technologies for the information system specialist, artificial intelligence and the information society, evaluating information needs, security and system adequacy, and managerial issues in information systems development. With department approval, this course may be repeated for credit. *Prerequisite: varies depending on the topic*

CS 574 Network Programming (3)
The fundamentals of network programming for the Internet are presented in this course. Network programming for Windows platforms using the UNIX sockets model are covered. Students learn how to program network applications via the WINSOCK Application Programming Interface (API) to the TCP/IP protocol and other OSI products. Students demonstrate their grasp of the material by completing several programming assignments. *Prerequisite(s): CS 518 and CS 532 or department's permission*

CS 575 Distributed Component Computing (3)
The basic concept of component-based programming with an emphasis on distributed objects is the focus of this course. Students have an opportunity to learn the underlying infrastructure technologies of DCOM and CORBA used to implement distribution object systems. The course focuses on the services and facilities provided by an object request broker. Topics may include Interface Definition Language (IDL), static and dynamic invocation interfaces, object references, marshalling, distributed resource optimization, and concurrency control. Students have an opportunity to use an object-oriented language to explore the services of an object request broker as they program a distributed object. *Prerequisite: CS 574*

CS 577 Telecommunication Protocols (3)
This course examines the internal details of network protocols. Each protocol is described in terms of the data structures used to implement it. Comparisons are made with the OSI telecommunications model. *Prerequisite: CS 522*

CS 578 Topics in Telecommunications (3-6)
This course focuses on current topics in telecommunications. Content varies from term to term and may be devoted to one important topic, such as the development of an application in a client/server environment, or cover a range of topics, including a survey of peer-to-peer networking alternatives. With department approval, this course may be repeated for credit. *Prerequisite: varies depending on the topic*

CS 587 Topics in Technical Programming (3-6)
This course explores current and advanced topics in technical programming, focusing on current technology and practices as well as developments and innovations in systems programming. This course helps meet the objectives of the technical programming specialization. With department approval, this course may be repeated for credit. *Prerequisite: varies depending on the topic*

CS 595 Capstone Project (3)
Students are guided and assisted in the completion of the capstone project, a nontrivial individual software engineering project. The instructor reviews, advises, offers suggestions for corrections and improvements, tests, validates, and verifies the resulting products as delineated in the APU Capstone Guidelines. Students are permitted full use of the university computer lab and other department facilities. This is an 18-week course. It may be repeated for half tuition, if necessary. *Prerequisite(s): completion of all core and required courses and/or department's permission*

CS 599 Research and Independent Study in Applied Computer Science and Technology (1-6)
This optional course is not intended to replace or cover the content of a regularly scheduled course. The student selects a topic, and the instructor directs the independent study. Together, they develop a proposal that must be completed and approved before registration.

Department of Global Studies and Sociology

TESOL Programs

Faculty

Chair and Professor: Richard Robison, Ph.D.

Associate Professor: Mary Wong, Ph.D.

Lecturers (part time): Michael Chamberlain, M.A.; Donald Dorr, M.A.; Russ Frank, Ph.D.; Kim MacDonald, M.A.; Joann Pittman, M.A.; Donald Snow, Ph.D.

Introduction

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

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

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

Mission Statement

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

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

Master of Arts in TESOL and the Certificate in TESOL

Admission Requirements

Prerequisites

1. Applicants must have a bachelor's degree from a regionally accredited institution with at least a 3.0 baccalaureate or master's grade-point average on a 4.0 scale. Candidates with a GPA of 2.5-2.99 may be considered for provisional admission. A strong background in English, linguistics, or education is recommended, but not required.
2. Nonnative speakers of English must score 600 or above on the Test of English as a Foreign Language (TOEFL), or at least 250 on the computer-based TOEFL, and must pass a test of written English. Applicants who score between 550 and 600 (213-249 on the computer-based TOEFL) may be granted conditional admission, but will be required to complete TESL 500 English for Internationals (3 units) during their first semester of graduate work.

Corequisites

1. Prior to graduation, native speakers of English must verify completion within the last 10 years of a minimum of six semester units of college-level foreign language with at least a 3.0 grade-point average on a 4.0 scale, or its equivalent. Many options exist to satisfy the foreign language requirement, including formal course work, community language learning, or study abroad. Students may also establish proficiency via an exam.
2. Nonnative speakers of English scoring between 550 and 600 on the TOEFL will complete TESL 500 during their first semester of graduate work. This course enhances students' listening, speaking, reading, and writing skills as preparation for graduate study. Degree credit is not given for the course. (A student with an undergraduate degree from an accredited institution in which English is the medium of instruction and a grade-point average of at least 3.0 on a 4.0 scale may waive this requirement.)

Time Requirements

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

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

Admission Procedures

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

Program-specific application requirements are available online at www.apu.edu/tesol/.

International students have a separate application procedure. Contact the office of International Student Services at (626) 815-3055 or www.apu.edu/international/iss/.

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

Requirements for the Master of Arts in TESOL

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

Required Courses		**30 units**
TESL 505	Second Language Acquisition	3
TESL 515	Teaching English Grammar	3
TESL 525	Teaching English Pronunciation	3
TESL 535	Sociolinguistics and Language Teaching	3
TESL 545	Second Language Pedagogy I	3
TESL 550	Second Language Pedagogy II	3
TESL 555	Observational Practicum	3
TESL 556	Teaching Practicum	3
TESL 560	Language Program Design	3
TESL 570	Second Language Assessment	3
Elective Courses		**6 units**
Students select two courses from a variety of electives. Options include:		
TESL 530	Intercultural Communication and Language Teaching	3
TESL 548	Teaching EFL with Children	3
TESL 589	Research Methods in TESOL	3
TESL 590	Thesis Preparation	3
TESL 599	Readings in TESOL	1-3
Total		**36 units**

Professional Development

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

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

Thesis or Comprehensive Examinations

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

Requirements for the Certificate in TESOL

The Certificate in TESOL is earned by candidates who satisfy all prerequisites and corequisites and complete 21 units as follows:

Required Courses

TESL 505	Second Language Acquisition	3
TESL 515	Teaching English Grammar	3
TESL 535	Sociolinguistics and Language Teaching	3
TESL 545	Second-Language Pedagogy I	3
TESL 550	Second-Language Pedagogy II	3
TESL 555	Observational Practicum	3
TESL 556	Teaching Practicum	3
Total		**21 units**

Field-based M.A./Certificate in TESOL Program

The TESOL Field-based Program offers in-service teachers the opportunity to earn either a 21-unit certificate or a 36-unit Master of Arts in Teaching English to Speakers of Other Languages (TESOL) while concurrently teaching abroad. The master's degree can be completed in two-and-a-half years with three summer terms on the APU campus and two winter terms abroad in Chiang Mai, Thailand. The certificate requires two summer terms at APU and one winter term abroad. Candidates must be accepted to APU and have secured a teaching contract abroad either on their own or through a sending agency such as English Language Institute/China (ELIC) or Educational Services International (ESI). Teachers demonstrate their competence through successful completion of field-related projects developed in their courses in lieu of writing a thesis or taking a comprehensive exam. Courses are offered in an "intensive" one-week format with additional reading and writing assignments completed over the next six months.

Required Courses for the Field-Based Master of Arts Degree

Term 1	***Summer APU***	
TESL 503	Language and Culture Learning	3
TESL 545	Second Language Pedagogy I	3
Term 2	***Winter Abroad***	
TESL 505	Second Language Acquisition	3
TESL 535	Sociolinguistics and Language Teaching	3
TESL 555	Observational Practicum*	3
Term 3	***Summer APU***	
TESL 515	Teaching English Grammar	3
TESL 550	Second Language Pedagogy II	3
TESL 556	Teaching Practicum*	3
Term 4	***Winter Abroad***	
TESL 570	Second Language Assessment	3
TESL 595A	Action Research Project	2
Term 5	***Summer APU***	
TESL 595B	Action Research Project	1
TESL 525	Teaching English Pronunciation	3
TESL 560	Language Program Design	3
Total		**36 units**

Required Courses for the Field-Based Certificate

Term 1	***Summer APU***	
TESL 545	Second Language Pedagogy I	3
Term 2	***Winter Abroad***	
TESL 505	Second Language Acquisition	3
TESL 535	Sociolinguistics and Language Teaching	3
TESL 555	Observational Practicum*	3
Term 3	***Summer APU***	
TESL 515	Teaching English Grammar	3
TESL 550	Second Language Pedagogy II	3
TESL 556	Teaching Practicum*	3
Total		**21 units**

*TESL 555 and TESL 556 are self-directed studies. It is recommended that TESL 555 be completed in Term 2 and TESL 556 in Term 3; however, with approval from the director, the courses may be completed simultaneously before Term 1 or after Term 5.

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

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

Course Descriptions

TESL 500 English for Internationals (3)
The course prepares international students for the interpersonal and academic language tasks of graduate study. Topics include developing effective listening techniques, giving persuasive oral presentations, reading authentic materials, and writing academic prose.

TESL 503 Language and Culture Learning (3)
Students engage in exploring, learning, and acquiring a language and culture through a series of guided tasks and activities such as in-field experience in independent language learning and cultural investigation. *(This course is offered in the field-based program only.)*

TESL 505 Second Language Acquisition (3)
This course examines the process of acquiring a language, focusing on second language acquisition. Questions to be explored include: What is the nature of language proficiency? What regular patterns characterize the process of language acquisition? What strategies do successful language learners employ? How do linguistic, affective, cognitive and social factors affect second language development? What is the role of language teaching in facilitating the process of second language acquisition?

TESL 515 Teaching English Grammar (3)
This course focuses on cultivating grammatical competence in ESL/EFL students. It incorporates an overview of English grammatical structures, from world level to discourse level, in the context of how these structures are acquired by ESL/EFL students and with particular attention to assessing structures in student writing. Class members explore effective means of presenting and practicing these structures within a communicative framework.

TESL 525 Teaching English Pronunciation (3)
The phonology of English is addressed with a view towards pedagogy. Students examine the articulation of English sounds, as well as the rules that govern their use in native-like speech, and explore ways of applying this knowledge to the teaching of pronunciation.

TESL 530 Intercultural Communication and Language Teaching (3)
This course explores the complex process of intercultural communication and how this affects teaching English as a second or foreign language. Students explore the process of learning another culture and learning their own culture through films, course readings, discussions, and an ethnographic experience. They explore the process of teaching culture by developing and presenting an ESL/EFL unit applying the guidelines for culture teaching presented in class texts, lectures, and discussions.

TESL 535 Sociolinguistics and Language Teaching (3)
This introduction to sociolinguistics explores multiple expressions of English. These include national, regional, social, and gender varieties, as well as styles, registers, pidgins, and creoles. Also studied are language change, the mutual effect of culture and language, and the influence of cultural patterns on speech acts within the larger perspective of governmental language planning as impacted by the historical legacy of the English language. Students develop more complex understandings of how language and language teaching is influenced by societal, political, cultural, psychological, and interpersonal issues and consider the implications of this enhanced understanding on their classroom pedagogy and their views on language planning and policy.

TESL 545 Second Language Pedagogy I (3)
An introduction to the field of Teaching English to Speakers of Other Languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, pronunciation, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management.

TESL 548 Teaching EFL with Children (3)
This course covers theoretical and practical aspects of language and literacy development opportunities for children learning English as a foreign language (EFL). Teachers in this course study concerns, approaches, and model programs in teaching English to children in non-English speaking contexts where there may be (a) distinctive demands on the use of required curriculum materials, (b) limitations in facilities, resources, and teaching time; and (c) strong expectations on students to pass standardized examinations.

TESL 550 Second Language Pedagogy II (3)
This course focuses on the theoretical foundations, relevant research, and classroom applications of the teaching of reading and writing to those who are considered advanced students of English as a second or foreign language.

TESL 555 Observational Practicum (3)
Students secure school placements where they complete a series of classroom observation tasks designed to help them consider various dimensions of their teaching and to forge more meaningful connections between theoretical knowledge about teaching and actual classroom experience.

TESL 556 Teaching Practicum (3)
Student teachers engage in practice teaching observed by mentor teachers. Through short debriefing sessions, they are guided into a discovery of their teaching behaviors and alternative ways of achieving desired results. *Prerequisite: TESL 555*

TESL 560 Language Program Design (3)
Based upon their articulated beliefs about language learning and teaching and the anticipated needs of their target ESL/EFL population, students develop a language program by formulating goals and objectives; evaluating, selecting, and developing materials; organizing the content and syllabus; and creating an assessment plan. *Prerequisite: second-year status in program*

TESL 570 Second Language Assessment (3)

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

TESL 589 Research Methods in TESOL (3)

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

TESL 590 Thesis Preparation (3)

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

TESL 595A Action Research Project (2)

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

TESL 595B Action Research Project (1)

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

TESL 599 Readings in TESOL (1-3)

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

Department of Physical Therapy

Faculty

Chair and Professor:
Michael Laymon, DPTSc, PT, O.C.S., CCD

Associate Chair and Associate Professor:
Jan Snell Kodat, DPTSc, PT, CNS

Professors: Ross Biederman, DPM; Jerrold Petrofsky, Ph.D., JD

Associate Professor: Susan Shore, Ph.D., PT

Assistant Professors: Wendy Chung, DPTSc, PT; Ardith Williams-Meyer, DPTSc, PT, P.C.S.

Lecturers (part time): Tim Dominick, DPT, PT, O.C.S.; Michael Holm, C.P.O.; Denese Kaufeldt-Soliz, DPTSc, PT, G.C.S.; Kathy Kumagai, PT, N.C.S., O.C.S.; Bruce Prins, Ph.D.; James Ries, MPT, O.C.S., PT; Jim Syms, MPT, PT, O.C.S.; Mary Ruth Velicki, M.S., PT; Diane Whiting, M.Div., PT; Michael Wong, DPT, PT, O.C.S.

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

Doctor of Physical Therapy

The Doctor of Physical Therapy Program is a 33-month (including summers), entry-level professional program emphasizing the scientific basis of human structure and human movement; the spiritual basis of human worth; and the integration of these foundational elements into a comprehensive and problem-solving, evidence- and consensus-based approach to artful evaluation and skillful treatment. Graduates have a solid generalist perspective of patient care in a variety of professional treatment settings with a strong foundation for post-professional specialization and lifelong learning.

The transitional or "bridge" DPT is designed for those licensed physical therapists from a CAPTE-accredited program to earn the DPT in 24-49 units, depending on their educational and clinical background.

Admission Requirements

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

1. The applicant must have an officially posted bachelor's degree from a regionally accredited college or university by the time he/she matriculates to APU.
2. Prerequisite courses must be similar in value to courses offered by an accredited four-year college or university. Grades of *C* or better are required. Science courses must have laboratories. No prerequisite work may be taken on a pass/no pass basis.

Prerequisite Courses

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

BIOLOGY: four courses
- Human Anatomy with lab (required)
- Cell Biology (required) **– or –** General Biology with lab
- Genetics (recommended)
- Neurobiology (recommended)
- Human Physiology with lab (required)

CHEMISTRY: One year with lab
- General Chemistry **– or –** Organic Chemistry

PHYSICS: One year with lab (must include electro, hydro, and magnetic physics)

STATISTICS: One course

PSYCHOLOGY: Two courses
- General Psychology (required)
- Any other Psychology course

HUMANITIES AND ARTS: Three courses
English Composition (required)
English Literature
History/Political Science/Sociology
Music/Art Appreciation
Philosophy/Ethics (recommended)
Speech/Communication (recommended)

ADDITIONAL COURSES
(recommended but not required):
Athletic Training
Exercise Science
Exercise Physiology
Kinesiology/Biomechanics
Nutrition
Writing Course

Other Admission Criteria

- Applications are accepted year-round, however, to ensure consideration for the February start date, completed applications should be received by November 15. An online application is available at the APU website, www.apu.edu.
- International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055 or email iss@apu.edu.
- A $45 nonrefundable application fee ($65 for international students)
- Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center: Admissions at Azusa Pacific University. Students' sealed copies will not be considered official.)
- Bachelor's degree from a regionally accredited institution
- A cumulative baccalaureate or master's GPA of 3.0 (Candidates with a GPA of 2.5-2.99 may be considered for provisional admission.)
- Three recommendation forms from persons well-suited to evaluate qualifications for graduate study and/or physical therapy: one must be from a registered/ licensed physical therapist and two from faculty members familiar with academic work in areas closely related to the proposed field of study or responsible persons well-informed about relevant work completed by the student
- Academic Record Form
- Résumé or Statement of Experience
- Letter to the dean describing educational goals as well as short- and long-term professional goals, including reasons for wishing to enter study in physical therapy at APU
- 100 hours of clinical experience in physical therapy setting
- GRE taken within the last five years
- Computer literacy

Students admitted into the program will be required to provide a nonrefundable $500 deposit within 10 days of receipt of their acceptance letter. This will be applied to the first term's tuition fee.

All materials should be submitted to:

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

Located at:
Azusa Pacific University
568 E. Foothill Blvd.
Azusa, CA 91702-7000
(626) 815-4570
Fax (626) 815-4545
graduatecenter@apu.edu
www.apu.edu

International applicants send forms to:

Office of International Student Services
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 815-3801
iss@apu.edu

In addition to meeting the admission requirements, those students whose first language is not English must meet the required English proficiency standard as demonstrated in passing the international TOEFL with a minimum score of 600/250.

All international students must complete international student applications which must be approved through APU's Office of International Student Services.

Course Requirements

Graduation requirements include maintaining a minimum cumulative 3.0 grade-point average (GPA). See "Grading" and "Academic Probation and Dismissal" in the 'Academic Policies and Procedures' section of this catalog.

Year I		**62 units**
Term I (Spring I - 9 weeks)		
PT 501	Research I	1
PT 502	Professional Relationships	2
PT 506	Seminar I	2
PT 520	Functional Anatomy I	5
PT 718	PT Clinical Skills 1A	3
Term II (Spring II - 9 weeks)		
PT 521	Human Physiology	3
PT 522	Functional Anatomy II	5
PT 722	PT Clinical Skills IB	3
PT 724	PT Clinical Skills II	3
Term III (Summer - 6 weeks)		
PT 524	Pathology I	3
PT 558	Research II	2
PT 726	PT Clinical Skills III	1
PT 731	Practicum	2
Term IV (Fall I - 9 weeks)		
PT 525	Pathology II	3
PT 541	Exercise Physiology	3
PT 550	Neuroscience I	3
PT 728	PT Clinical Skills IV	4
Term V (Fall II - 9 weeks)		
PT 732	PT Clinical Skills V	4
PT 746	PTDDT - Ortho I	4
PT 551	Neuroscience II	3
PT 752	PTDDT II - Cardiopulminary	3

Year II		**57 units**
Term VI (Spring I - 9 Weeks)		
PT 744	Bioethics	2
PT 748	PTDDT III - Ortho II	4
PT 756	PTDDT V	4
Term VII (Spring II - 9 Weeks)		
PT 754	PTDDT IV	3
PT 742	Prosthetics and Orthotics	2
PT 760	Pediatrics	4
PT 758	Special Populations	3
Term VIII (Summer - 8 weeks)		
PT 766	PTDDT VI	2
PT 762	Seminar II	2
PT 774	Research III	1
PT 572	Pharmacology	3
Term IX (Fall I - 6 weeks)		
PT 771	Internship A	6
Term IX (Fall I - 6 weeks)		
PT 773	Internship B	6
Term X (Fall II - 6 weeks)		
PT 775	Internship C	6
Term X (Fall II - 6 weeks)		
PT 764	PTDDT VII	3
PT 738	Wellness and Nutrition	3
PT 782	Practical Pharmacology	3

Year III		**31 units**
Term XI (Spring I - 6 weeks)		
PT 777	Internship D	6
Term XII (Spring II - 5 weeks)		
PT 768	Administration	3
PT 776	Research IV	1
PT 784	Physical Diagnosis I	3
Term XIII (Summer - 9 weeks)		
PT 778	Diagnostic Imaging	3
PT 786	Physical Diagnosis II	3
Term XIV (Fall - 12 weeks)		
PT 787	12-week Residency	12

Total	**150 units**

The Transitional Doctor of Physical Therapy Program

The Transitional Doctor of Physical Therapy Program is a post-professional physical therapist education program that:

- allows the U.S. licensed physical therapist to obtain the clinical doctorate by demonstrating knowledge commensurate with that of current professional (entry-level) Doctor of Physical Therapy (DPT) program outcomes
- takes into account the learner's knowledge and experience

The DPT is conferred upon completion of a structure post-professional educational experience that results in the augmentation of knowledge, skills, and behaviors at a level consistent with the current professional (entry level) DPT standards. The DPT earned through the transitional program is:

- an applied/clinical degree
- a post-professional, "bridge" degree
- analogous to current professional (entry-level) clinical doctorate standards
- not meant to signify acquisition of advanced clinical skills
- a degree rather than a clinical designator

The purpose of the Transitional Doctor of Physical Therapy Program is to supply didactic augmentation based on new and expanding knowledge, skills, and behaviors in physical therapy which have changed throughout the past 5-10 years to current licensed practitioners. The program's primary objective is to ensure that graduates of the program possess the consensus-based competencies congruent with the *Guide to Physical Therapist Practice, 2nd Ed.,* and the *Normative Model of Physical Therapy Education*, V2K.

The program is divided into three separate educational tracks for licensed physical therapists: one for graduates of the Master of Physical Therapy (MPT) at APU, one for graduates with a Master of Physical Therapy from other entry-level programs approved by the Commission on Accreditation of Physical Therapist Education (CAPTE), and one for graduates with a Bachelor of Physical Therapy from other entry-level programs approved by CAPTE.

Program Requirements for APU MPT Graduates

PT 778	Diagnostic Imaging	3
PT 782	Practical Pharmacology	3
PT 784	Physical Diagnosis I	3
PT 786	Physical Diagnosis II	3
PT 787	12-Week Residency	12
Total		**24 units**

Acceptance Requirements for APU MPT Graduates

- Graduate application
- APU-posted MPT degree; other transcripts already on file from MPT application
- Résumé or Statement of Experience
- A minimum of two letters of recommendation
  - A letter of recommendation from a PT faculty member in each professional program attended
- PT license

Program Requirements for Non-APU MPT Graduates

PT 714	Health Policy and Ethics	2
PT 716	Current Practice Patterns	2-8
PT 772	Clinical Research	3-6
PT 778	Diagnostic Imaging	3
PT 782	Practical Pharmacology	3
PT 784	Physical Diagnosis I	3
PT 786	Physical Diagnosis II	3
PT 787	12-Week Residency	12
Total		**31-40 units**

Acceptance Requirements for Non-APU MPT Graduates

- Graduate application and fee
- All transcripts
- Résumé or Statement of Experience
- A minimum of two letters of recommendation
  - A letter of recommendation from a PT faculty member in each professional program attended
- Posted degree
- PT license

Program Requirements for Non-APU Graduates with B.S. in Physical Therapy

PT 501	Research I	1
PT 558	Research II	2
PT 580A	Foundational Science Update	3
PT 580B	Foundational Science Update	3
PT 714	Health Policy and Ethics	2
PT 716	Current Practice Patterns	2-8
PT 772	Clinical Research	3-6
PT 778	Diagnostic Imaging	3
PT 782	Practical Pharmacology	3
PT 784	Physical Diagnosis I	3
PT 786	Physical Diagnosis II	3
PT 787	12-Week Residency	12
Total		**40-49 units**

Acceptance Requirements for Non-APU Graduates with B.S. in Physical Therapy

- Graduate application and fee
- All transcripts
- Résumé or Statement of Experience
- A minimum of two letters of recommendation
  - A letter of recommendation from a PT faculty member in each professional program attended
- Posted degree
- PT license

Course Descriptions

PT 501 Research I (1)

(*15 contact hours*)
The first of four research courses, this course introduces the student to the concepts of physical therapy research. A survey of the major physical therapy research methods is conducted. The course prepares the student to critically review and utilize professional literature.

PT 502 Professional Relationships (2)

(*30 contact hours*)
This course introduces the role of the physical therapist as a professional health educator. Emphasis is on developing interpersonal and communication skills in relation to the interaction between therapist and patient, other health professionals, and within groups.

PT 506 Seminar I (2)
(*30 contact hours*)
This course introduces the student to the physical therapy profession. Historical and legal issues, as well as practice settings and health care trends are addressed. Emphasis is placed on professional development and responsibility of the physical therapist as a lifelong learner.

PT 520 Functional Anatomy I (5)
(*150 contact hours*)
This is the first of a two-term intensive course in clinically oriented human anatomy from a regional approach. Microscopic and gross human anatomy are explored utilizing lectures, classroom demonstrations, human cadaver dissections, dissection videos, computer anatomic modeling software, radiographic, magnetic resonance, computerized tomographic and radionucleotide images, and hands-on functional demonstrations. Biomechanics will be studied from a functional and clinical approach. Emphasis is on the head, neck, upper extremity, thorax, and brain and spinal cord structures. *Concurrent with PT 718*

PT 521 Human Physiology (3)
(*45 contact hours*)
This course examines normal human physiological function. The first half of this course provides an introduction to applied physiological concepts in electrophysiology, cell, cardiac, and neuromuscular functions across the life span. The second half of the course introduces concepts in respiration, acid-base balance, metabolism, kidney function, and blood circulation across the lifespan.

PT 522 Functional Anatomy II (5)
(*150 contact hours*)
This is the second of a two-term intensive course in clinically oriented human anatomy from a regional approach. Microscopic and gross human anatomy are explored utilizing lectures, classroom demonstrations, human cadaver dissections, dissection videos, computer anatomic modeling software, radiographic, magnetic resonance, computerized tomographic and radionucleotide images, and hands-on functional demonstrations. Biomechanics are studied from a functional and clinical approach. Emphasis is on the pelvis, hip, knee, ankle, and foot. Concurrent with PT 722

PT 524 Pathology I (3)
(*45 contact hours*)
The first of two courses which examine human pathology, this course includes an introduction to the general response to injury at the cellular, organ and organism level; the inflammatory response and healing mechanisms; and hemodynamic, immune, pulmonary, and cardiovascular disorders.

PT 525 Pathology II (3)
(*45 contact hours*)
The second of two courses which examine human pathology, this course focuses on hematologic, endocrine, gastrointestinal, genito-urinary, hepatic, musculoskeletal, and neurological disorders.

PT 541 Exercise Physiology (3)
(75 contact hours)
This course relates bioenergetics, neuromuscular concepts, hormonal responses, performance aids, and environmental and age influences to physical performance. Procedures to integrate physiological concepts into the design of exercise prescription are presented.

PT 550 Neuroscience I (3)
(*60 contact hours*)
This is the first of two courses of in-depth anatomical and physiological study of the nervous system and neuromuscular function which serves as a foundation for PT 732 and 756. This course covers the anatomy and physiology of higher levels of the central nervous system. Case studies are incorporated.

PT 551 Neuroscience II (3)
(*60 contact hours*)
A continuation of Neuroscience I, this course offers further study of lesions, and correlation with neurological symptoms and diagnostic tests is included. The peripheral nervous system is emphasized. Case studies are incorporated.

PT 558 Research II (2)
(*30 contact hours*)
The second in the research series, this course examines statistical methods used in physical therapy research. Development of an individual research proposal is completed and submitted to the research advisor, research committee, and IRB.

PT 572 Pharmacology (3)
(*45 contact hours*)
This is an introduction to pharmacology which includes pharmacokinetics and pharmacodynamics. Emphasis is on drugs commonly encountered during rehabilitation. Side effects that alter physical performance and drug effects influenced by exercise are studied.

PT 580A Foundational Science Update (3)
(*45 contact hours*)
This is the first of two courses which are designed to provide a scientific basis for clinical practice by studying the areas of functional anatomy, physiology, and pathology. These foundational sciences are integrated via a systems approach. Microscopic and gross human anatomy, physiology, and pathology are studied utilizing lectures, classroom demonstrations, human cadaver dissections, videos, computer software, and imaging. The systems examined in this course are circulatory, pulmonary, endocrine, urinary, and immune.

PT 580B Foundational Science Update (3)
(*45 contact hours*)
This is the second of two courses which are designed to provide a scientific basis for clinical practice by studying the areas of functional anatomy, physiology, and pathology. These foundational sciences are integrated via a systems approach. Microscopic and gross human anatomy, physiology, and pathology are studied utilizing lectures, classroom demonstrations, human cadaver dissections, videos, computer software, and imaging. The systems examined in this course are integumentary, musculoskeletal, and nervous systems.

PT 714 Health Policy and Ethics (2)
(*30 contact hours*)
This course introduces the student to the current local, state, and federal regulations regarding the functions of autonomous practitioners. Clinical ethics issues influencing healthcare policy, and adaptations of a doctoring profession to changes in the healthcare environment are explored.

PT 716 Current Practice Patterns (2-8)
This course is divided into four separate sections based on the four areas of current physical therapy practice: musculoskeletal, neuromuscular, cardiopulmonary, and integumentary. Each section (two units each) seeks to relate current knowledge, evaluation and treatment techniques, and outcome measures to patients with pathology within each practice pattern.

PT 718 PT Clinical Skills IA (3)
(*75 contact hours*)
First in a series of five courses designed to examine basic evaluation and clinical skills of the physical therapist, this clinical skills course focuses on objective techniques of the upper extremity and axial skeleton for range of motion (ROM), muscle testing (MMT), general neurological screening, draping, and palpation. Kinesiology is studied from a functional and clinical approach. Basic documentation is applied. Information is reiterated with laboratory activities, homework, and practical examination using a problem-solving approach. Principles of body mechanics are introduced. *Concurrent with PT 520*

PT 722 PT Clinical Skills IB (3)

(*75 contact hours*)

A continuation of PT Clinical Skills IA, this clinical skills course focuses on objective techniques of the lower extremity and axial skeleton for range of motion (ROM), muscle testing (MMT), general neurological screening, draping, and palpation. Gross muscle testing for the whole body is completed. Kinesiology of normal gait is studied from a functional and clinical approach. Bed mobility and transfer training are introduced. Incorporation of evaluation skills continue including documentation. Postural evaluation and correction is addressed. Measurement, selection, and adaptation of assistive devices are performed. Information is reiterated with laboratory activities, homework, and practical examination using a problem-solving approach. *Concurrent with PT 522*

PT 724 PT Clinical Skills II (3)

(*60 contact hours*)

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

PT 726 PT Clinical Skills III (1)

(*45 contact hours*)

The third in the series of clinical skills courses, this course discusses the visual and electromagnetic spectrum instrumentation for the treatment of dysfunction. The focus is on electrotherapeutics agents in relation to treatment. The course material is presented in a didactic and problem-solving manner, supplemented with virtual reality computer simulation and laboratory experience.

PT 728 PT Clinical Skills IV (4)

(*90 contact hours*)

This course emphasizes the general principles and methodology of therapeutic exercise. The course incorporates the principles of strength and endurance in designing and implementing a therapeutic exercise program for the non-pathological individual. The student will continue to build on their skills of body mechanics, kinesiology, palpation, postural findings, range of motion, and muscle testing developed in PT Clinical Skills IA and IB.

PT 731 Practicum (2)

(*80 contact hours*)

This two-week, full-time clinical exposure allows students to assist and practice basic evaluation techniques under the direction and supervision of a licensed physical therapist reflective of the specific practice setting. Emphasis is placed on the student's ability to communicate, develop professional behaviors, and utilize basic evaluation skills.

PT 732 PT Clinical Skills V (4)

(*90 contact hours*)

The last in the clinical skills series, this course examines the neurophysiologic rationale for treatment approaches commonly used in physical therapy treatment for the neurologically impaired patient. Emphasis is placed on integration and development of hands-on skills in a laboratory setting.

PT 738 Wellness and Nutrition (3)

(*45 contact hours*)

This course presents promotion of optimal health and disease prevention by incorporating the concepts of wellness and nutrition with education and prevention programs for individuals, groups, and communities. Trends such as eating disorders and alternative medicine in relation to wellness and nutrition are addressed.

PT 742 Prosthetics and Orthotics (2)

(*60 contact hours*)

This course provides foundational knowledge of the types, uses, and fitting of prosthetic and orthotic devices. Rehabilitation intervention is addressed in regard to functional use, measurements, care, adjustments, precautions, and patient education for the appropriate device. Case studies, literature review, lecture, problem-solving models, videos, and laboratory practice are used.

PT 744 Bioethics (2)

(*30 contact hours*)

The course examines the major ethical issues affecting the physical therapist and the health care profession. Through class and small-group discussions, the student examines his/her own moral values.

PT 746 PTDDT I (4)

(Orthopedics I - *90 contact hours*)

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

PT 748 PTDDT III (4)

(Orthopedics II - *90 contact hours)*

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

PT 752 PTDDT II (3)

(Cardiopulmonary - *75 contact hours*)

This course presents basic theories leading to decision-making skills in cardiopulmonary rehabilitation. Presentation of case studies reinforce management of the patient with cardiopulmonary dysfunction. Practical application of theoretical concepts are emphasized.

PT 754 PTDDT IV (3)

(General Medicine - *75 contact hours*)

This course provides the student with experience in the management of the general medicine patient with acute, chronic, and terminal disease. The laboratory portion of the course assists in developing clinical skills and reasoning to determine appropriate and safe therapeutic procedures and protocols for this population.

PT 756 PTDDT V (4)

(Neuro Rehabilitation - *90 contact hours*)

This course focuses on developing the skills used for functional evaluation, diagnosis, and treatment management of the neurologically impaired adult. Major areas investigated include spinal cord injury, stroke, and traumatic brain injury.

PT 758 Special Populations (3)

(*45 contact hours*)

This course addresses physical therapy management of special populations such as geriatrics, women's health, industrial medicine, athletes, and other special interest groups for physical therapy care. The student is responsible for designing physical therapy management for each area considered.

PT 760 Pediatrics (4)

(*90 contact hours*)

This course provides the background knowledge needed to assess functional status, evaluate, and develop appropriate treatment programs for infants and children from premature birth to adolescence. Lab sessions held at a developmental center allow students to evaluate, develop a plan of care, and manage children under faculty supervision.

PT 762 Seminar II (2)
(*30 contact hours*)
The clinical performance instrument is reviewed. Written and oral communication skills specific to the clinic are refined. Expectations of clinical professional behavior is emphasized.

PT 764 PTDDT VII (3)
(Clinical Case Studies - *45 contact hours*)
Students present one case study from their clinical rotations and justify physical therapy diagnosis and course of treatment. The student also instructs an inservice on a specific evaluation or treatment approach learned in the clinic, incorporating lecture and lab into instruction. The students analyze their performance and are evaluated by their instructor and peers.

PT 766 PTDDT VI (2)
(Multiple System Dysfunction - *30 contact hours*)
Group and individual problem solving occurs using case studies involving complex, multiple systems dysfunction. This course prepares the student to manage patients with dysfunctions in two or more preferred practice patterns of musculoskeletal, neuromuscular, cardiopulmonary, and integumentary across the lifespan.

PT 768 Administration (3)
(*75 contact hours*)
This course presents the basic components of administration, financial and staff management, marketing strategies, and public relations for clinical directors and/or owners. Administrative and contractual legal issues and reimbursement mechanisms are explored.

PT 771 Internship A (6)
(*240 contact hours*)
This is the first of four six-week clinical rotations providing integration of prior didactic work with full-time clinical exposure under the supervision of a licensed physical therapist. Emphasis for this first session is on the student's abilities to practice in a safe and professional manner, communication, basic evaluation skills, and assuming clinical responsibilities.

PT 772 Clinical Research (3-6)
This course begins by introducing the student to the concepts of physical therapy research. A survey of the major physical therapy research methods is conducted. The student critically reviews and utilizes professional literature, as well as examines statistical methods used in physical therapy research. Development of an individual research proposal is completed and submitted to the research advisor, research committee, and IRB. Research is then conducted by the student under the supervision of a research advisor and the research committee in the DPT program. The completed research/ capstone projects presented both in written and oral formats. Faculty determine, prior to start of the course, the number of units required of each student based on research experience both from their master's and clinical backgrounds.

PT 773 Internship B (6)
(*240 contact hours*)
This is the second of four six-week clinical rotations providing integration of prior didactic work with full-time clinical exposure under the supervision of a licensed physical therapist. Emphasis for this second session is on time management, physical evaluation skills, goal setting, and basic physical therapy treatment skills.

PT 774 Research III (1)
This course is comprised of guided research conducted by the student.

PT 775 Internship C (6)
(*240 contact hours*)
This is the third of four six-week clinical rotations providing integration of prior didactic work with full-time clinical exposure under the supervision of a licensed physical therapist. Emphasis for this third session is on the student's abilities to develop and implement complete treatment plans.

PT 776 Research IV (1)
This course is the culmination of the research series in which the research conducted by the student is presented.

PT 777 Internship D (6)
(*240 contact hours*)
This is the final of four six-week clinical rotations providing integration of prior didactic work with full-time clinical exposure under the supervision of a licensed physical therapist. Emphasis is on the student's abilities to perform as a physical therapist at entry level.

PT 778 Diagnostic Imaging (3)
(*45 contact hours*)
This course familiarizes the Doctor of Physical Therapy student with the indications, instrumentation, and clinical interpretation of orthopedic imaging techniques including plane film X-ray, magnetic resonance, computerized tomography and radioisotope imaging. Selection protocols for each are discussed to acquaint the student with advantages and disadvantages of each method and what type of information each technique best presents. This course focuses on the clinical interpretation and practical integration of imaging data into rehabilitation treatment regimen design and communication with other medical professionals.

PT 782 Practical Pharmacology (3)
(*45 contact hours*)
This course is the second in a series of pharmacology courses studying drug classification, pharmacokinetics, pharmacodynamics, absorption, distribution, mechanism of action, metabolism, elimination, and indications for use of therapeutic agents are considered. Prescription, over-the-counter, and common herbal supplements will be studied. Drug action, therapeutic dosage schedules, drug interactions, and common side effects are brought into clinical perspective of patient management. Recognition of expected drug effects and signs of abuse or non-compliance are explored. Emphasis is placed the therapist's proper incorporation of pharmacotherapeutic knowledge into patient assessment, differential diagnosis, and design of treatment regimens. *Prerequisite: PT 527 or admission into the T-DPT program*

PT 784 Physical Diagnosis I (3)
(*45 contact hours*)
This is the first in a series of two courses which prepares the student to utilize various methods of physical examination to identify pathologies which are and are not amenable to physical therapy intervention. The student gains experience with advanced EKG interpretation, heart and lung sounds, otoscopic and ophthalmic examination, hematological and serum chemistry analysis, abdominal palpation skills, and dermatological examination.

PT 786 Physical Diagnosis II (3)
(*45 contact hours*)
This course is the second of the physical examination courses which prepares the student to utilize various methods of physical examination to identify pathologies which are and are not amenable to physical therapy intervention. The student gains experience with advanced EKG interpretation, heart and lung sounds, otoscopic and ophthalmic examination, hematological and serum chemistry analysis, abdominal palpation skills, and dermatological examination.

PT 787 Residency (12)
(*480 contact hours*)
This is a twelve-week culminating, mentoring, clinical experience designed specifically to provide the student experience in functioning as an autonomous practitioner in a doctoring professional atmosphere. Full-time clinical exposure is provided under the supervision of a licensed physical therapist within a specialty practice setting.

7 School of Business and Management

Master of Business Administration 76
Master of Arts in Human and Organizational Development 78

School of Business and Management

Faculty

Dean and Professor: Ilene L. Smith-Bezjian, DBA

Associate Dean; Chair, Graduate Programs; and Professor: Jim Walz, Ph.D.

Professors: George Babbas, Ph.D.; Orlando Griego, Ph.D.; Jau-Lian Jeng, Ph.D.; William McCarty, Ph.D.

Associate Professors: Paul Anderson, MBA, CPA; Roger Conover, Ph.D.; Stanley Deal, M.S., CPA; Gary Lemaster, Ph.D.; Patricia Skalnik, DBA; Stephen Strombeck, Ph.D.; Stuart Strother, Ph.D.; Julia Underwood, Ph.D.

Assistant Professors: Ronald Jewe, MBA, M.Div.; Daniel Park, Ph.D.

Instructor: Pamela Penson, MBA

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

Introduction

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

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

SBM is accredited by the International Assembly for Collegiate Business Education (IACBE) and a member of the American Assembly of Collegiate Schools of Business (AACSB).

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

Programs Offered

- Master of Business Administration
- Master of Arts in Human and Organizational Development

Master of Business Administration

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

Admission Requirements

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

Program-specific application requirements are available online at www.apu.edu.

International students have a separate application procedure. Contact the office of International Student Services at (626) 815-3055 or www.apu.edu/international/iss/.

Beginning fall 2005, prerequisites no longer apply.

Core Courses **36 units**

The following 13 core courses are required of all MBA students:

BUSI 509	Worldview Leadership Formation	1
BUSI 512	Financial Analysis I	2
BUSI 513	Financial Analysis II	3
BUSI 514	Operations Management	3
BUSI 515	Applied Research and Analysis	3
BUSI 516	Organizational Behavior and the Future	3
BUSI 521	Managerial Economics	3
BUSI 522	Private Enterprise and Public Policy	3
BUSI 527	Strategic Marketing	3
BUSI 529	Ethics in a Changing Organizational Environment	3
BUSI 548	International Business Strategy	3
BUSI 578	Strategy and Planning	3
BUSI 581	Corporate and Organizational Leadership	3

Concentrations **12 units**

With the approval of the graduate program chair, students may also choose a specialized concentration in one of the following disciplines:

- Finance
- Human and Organizational Development
- International Business
- Management Information Systems
- Marketing
- Strategic Management
- Web and Information Technology

A student seeking an area of concentration will select four electives (at three units each) in the chosen area of concentration. Electives may include BUSI 599 Readings in Business as well as BUSI 586/587/588/589. Approval of courses by the graduate program chair must be granted prior to beginning study in an area of concentration.

MBA International Tutorial

BUSI 586/587/588/589 ***(3-12 units arranged)***

MBA students who have completed a minimum of nine units in residence in their program may apply for participation in an approved International Studies Program provided by Azusa Pacific University faculty or through an articulation agreement with a foreign university or institute graduate program. The application and course(s) of study must be approved by the student's academic advisor, the department chair, and the dean of the School of Business and Management. The international tutorial(s) may satisfy or be substituted for curriculum requirements. Specific topics studied in the MBA International Program will be listed on the student's transcript.

Transfer Credit

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

Calendar

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

To be classified as a full-time graduate student, one must be enrolled in at least nine units each two 9-week sessions (i.e., Fall I and Fall II). New students are accepted each 9-week semester. The application deadline is approximately four weeks before the start of any session. International students contact the Office of International Student Services for application deadlines, (626) 812-3055 or iss@apu.edu.

Class Schedule and Size

Each on-campus class meets one night per week except for summer. Classes are held in the evening to accommodate working professionals, unless otherwise noted. The average class size is 20.

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

Master of Arts in Human and Organizational Development

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

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

MAHOD Program

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

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

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

Admission Requirements

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

Program-specific application requirements are available online at www.apu.edu.

International students have a separate application procedure. Contact the office of International Student Services at (626) 815-3055 or www.apu.edu/international/iss/.

MAHOD Core Courses		**27 units**
BUSI 515	Applied Research and Analysis	3
BUSI 517	Human Resource Management	3
MHOD 500	Foundations of Human Resource Development	3
MHOD 512	Adult Development in Organizational Settings	3
MHOD 521	Organization Development and Change	3
MHOD 550	Instructional Design and Training Methods	3
MHOD 551	Leadership in Organizations	3
MHOD 561	Group Dynamics and Conflict Management	3
MHOD 570	Improving Quality and Productivity	3

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

MAHOD Elective Courses **9 units**
(select three)

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

BUSI 514	Operations Management	3
BUSI 516	Organizational Behavior and the Future	3
BUSI 529	Ethics in a Changing Organizational Environment	3
BUSI 541	Management for the Worldwide Organization	3
BUSI 542	Managing Cultural Differences	3
MHOD 501	Organizational Design and the Psychology of Work Behavior	3
MHOD 520	Career Development Systems	3

Total **36 units**

Class Scheduling for the Working Professional

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

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

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

To be classified as a full-time graduate student, one must be enrolled in at least nine units each two nine-week sessions (i.e., Fall I and Fall II). New students are accepted each nine-week semester. The application deadline is approximately four weeks before the start of any session. International students contact the Office of International Student Services for application deadlines, (626) 812-3055 or iss@apu.edu. For more information, call (626) 815-3820.

Field Experience

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

Individual Professional Development

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

Transfer Credit

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

Academic Advising

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

Course Descriptions

Business

BUSI 509 Worldview Leadership Formation (1)

Students engage in a process of discovering the foundational elements of Azusa Pacific University that serve as guiding principles for their distinctive education. While concentrating on the co-curricular resources available to them for holistic development, students focus on effective leaders deployed into various places. This course brings heightened self-awareness regarding individual strengths, the impact of worldview on leadership, and the importance of spiritual growth as a complementary journey towards formation.

BUSI 510 Current Issues in Business and Management (3)

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

BUSI 511 Quantitative Analysis (3)

Decision making in the business enterprise, whether large or small, is becoming increasingly complex. The use of quantitative techniques, such as statistical inference, correlation and regression, linear programming, and network analysis, enable those with managerial responsibility to make more efficient, precise, and accurate decisions. This course accommodates those with minimal background in mathematics (comprehensive level is analyzed in the first class meeting). Actual application of theory to real problems is dealt with through case studies. *Prerequisite: pass math test or BUSI 501*

BUSI 512 Financial Analysis I (2)

This course develops the necessary concepts and skills to help managers interpret and analyze financial statements in a variety of settings including credit decisions and prediction of financial distress. The emphasis is on developing cash flow, ratio, and trend analysis skills sufficient to rigorously analyze a firm's financial health.

BUSI 513 Financial Analysis II (3)

This course focuses on management accounting and finance techniques crucial to sound decision-making, the development of rational plans, and the proactive measurement and control of desired outcomes. Topics include improving marketing and operations efforts through a deep understanding of costs, managing working capital, capital budgeting, and valuation. *Prerequisite: BUSI 512*

BUSI 514 Operations Management (3)

This course provides a foundation for understanding the operations of a firm and provides the skills necessary to critically analyze a firm's operating performance and practices. The goal is to understand the elements of a firm's operations that enable it to produce quality outputs at a competitive cost. This requires a deep understanding of how the material, work, and information flows interact with the firm's cost structure and ability to compete in terms of noncost measures, such as quality, variety, flexibility, and speed. *Prerequisites: BUSI 512, BUSI 513, and BUSI 521*

BUSI 515 Applied Research and Analysis (3)
Students study research methodology as it relates to needs for research-derived information. Emphasis is placed on the research process in the development of primary and secondary research information, conducting research related to given products or services, and the analysis and evaluation of actual business organizations. *Prerequisite: BUSI 521 or consent from the School of Business and Management*

BUSI 516 Organizational Behavior and the Future (3)
This course examines how people are individually and collectively directed toward the accomplishment of a well-defined set of common goals. It sharpens skills for dealing with problems on the human side of enterprise. Students increase current capabilities in changing and redesigning organizations to successfully compete in the 21st century.

BUSI 517 Human Resource Management (3)
Students study the establishment of human resource objectives and requirements in an organization. Emphasis is on executive decision making in dealing with formal employee-employer relationships. Collective bargaining, organization of employees, negotiation, and administration of collective bargaining agreements are covered.

BUSI 519 Research Design and Program Evaluation for Nonprofits (3)
This practical methods course focuses on the available literature and research studies in the public and nonprofit sectors. In addition, it prepares students in such areas as setting research objectives, respondent selection/sample size, questionnaire development, evaluation, and the merits of conducting research "in-house" versus using an outside consultant or research firm. The course also covers qualitative research techniques, including depth interviews and focus groups. It includes a unit on "copy testing" (of brochures, direct mail, print, and video) to evaluate message communication before or after production.

BUSI 521 Managerial Economics (3)
The process of solving management problems by economic analysis is explored. Classification of the economic basis for business policies and key economic concepts that can serve as a framework for business decisions are covered. Specific attention is given to analysis of financial institutions and instruments. *Prerequisites: BUSI 512 and BUSI 513*

BUSI 522 Private Enterprise and Public Policy (3)
The origins, processes, and effects of government policies that influence the workings of industrial markets are studied. Attention is focused on three areas of government policy: anti-trust policy - the development of legal interpretations and their relationship to economic notions of market functioning; regulation - public utilities, transportation securities, banking, and natural gas as well as specific products, safety, health and fraud; and government ownership and operation.

BUSI 523 Manufacturing Operations (3)
This course provides an understanding of the concepts, methodologies, and applications of production operations management. Focus is on analysis and study of production methods and procedures available to line and staff management in various-sized U.S. and global business operations. Significant attention is given to decision-making processes appropriate for manufacturing or service organizations, including tactical and operational considerations. Course work stresses the need and reasons for input, involvement, and interaction of operations personnel with all other disciplines and areas of a business organization.

BUSI 524 New Venture Creation (3)
Students review the experiences entrepreneurs encounter in conceiving and launching a business. The course combines personal assessment and involvement exercises with an emphasis on group interactions, personal planning, and contemplating an entrepreneurial career. Team activities, personal planning exercises, new venture simulation, and case studies are utilized. Students analyze factors affecting purchase decisions in the marketplace, apply behavioral and social science concepts to the study of buyer behavior, and study methods that organizations use for personal selling, sales promotion, public relations, the art of negotiating, and other forms of promotion to communicate with customers and prospects. *Prerequisite: instructor's permission*

BUSI 526 Capital Formation (3)
Students study the market processes by which resources are allocated, from the capital formation of economic activities of the economy's various sectors to the financial activities in the money and capital markets. Specifically, the course includes the use of flow of funds analysis as applied to capital markets and various financial chronicles as sources for explaining and predicting economic behavior; the theory and reality of the interest rate structure; the nature of various capital markets and their securities; knowledge of corporate debt and equity instruments; federal, state, and local government securities; and mortgages. The course leads to a basic knowledge and understanding of the sources and uses of funds and the role of financial intermediation in the growth and development of economies. *Prerequisite: instructor's permission*

BUSI 527 Strategic Marketing (3)
This course emphasizes marketing strategies that establish a match between the firm and its environment. Issues such as what businesses the firm may enter and how the selected field, product, or service may succeed in a competitive environment are examined. The development of strategies for existing and future relationships in terms of several well-defined target markets are analyzed. *Prerequisites: BUSI 512, BUSI 513, BUSI 515, and BUSI 521*

BUSI 528 Consulting Experience (3)
The course simulates a consultant-client relationship with a sponsoring organization. Working under the joint supervision of a faculty member and a company representative, the student conducts a thorough study of a significant project for the client organization. The course must be taken during the last six units of the master's program. *Prerequisites: BUSI 524 and BUSI 527*

BUSI 529 Ethics in a Changing Organizational Environment (3)
This course raises students' moral recognition level, provides them with the apparatus to make moral decisions in a business context, and considers ethical problems in business according to Christian principles. Emphasis is placed on the role of the leader in organizations.

BUSI 530 Capstone Project: Entrepreneurial Emphasis (3)
The project integrates the learning experience with a plan for development and implementation of a new, untried venture. The completed project describes the product or service offered, including necessary financing, proposed staffing, market size and niche, and the timetable associated with each element. Oral defense before a faculty panel completes the experience.

BUSI 532 Ethical Issues in Nonprofit Management (3)
Following introductory class sessions on moral philosophy and democratic capitalism, students explore a variety of issues/decisions confronting leaders/managers. Case study situations include such areas as stewardship, truth in advertising, social (behavior change) marketing, marketing research (privacy and confidentiality); corporate responsibility, board/staff relations (accountability), individual responsibility (limits of welfare), and global issues (government corruption, labor practices, etc.).

BUSI 541 Management for the Worldwide Organization (3)
This course focuses on the environmental and functional differences between U.S. and international business, including exporting, balance payments, strategic planning, organization of multinational firms, international financial planning and cash management, foreign exchange planning, comparative management philosophies, international marketing strategies, incorporation for international operations and external relations of the multinational corporation.

BUSI 542 Managing Cultural Differences (3)
Students learn how to identify, analyze, and plan for those elements within the cultural, economic, and political environments of international business that require specialized understanding and strategy for successful management or organized enterprise.

BUSI 543 International Trade and Finance (3)
Students learn about the financial-monetary-economic environment of international business. Topics include the balance of payments, foreign exchange markets and risk, trade finance, direct foreign investment, capital budgeting in the multinational firm, and the international money and capital markets. Emphasis is placed on decision making with regard to international investment and financing.

BUSI 545 International Marketing (3)
International marketing is the performance of business activities that direct the flow of a company's goods and services to consumers or users in more than one nation. The elements of the marketing mix (product, price, promotion, and place-channels of distribution) first studied in domestic marketing are analyzed in global terms, thus adding the elements of geography, cultural forces, and the structure of distribution to the uncontrollables with which the marketer must contend.

BUSI 548 International Business Strategy (3)
Key managerial problems encountered in global operations are included. Students learn to apply tools and theories to complex international business problems through a series of case studies. *Prerequisites: BUSI 512, BUSI 513, BUSI 516, and BUSI 521*

BUSI 550 Capstone Project: International Emphasis (3)
Students submit a business plan that summarizes the major areas within international business from organization to quantitative methods. Methodology and underlying theories are presented through an exploration of the present international business environment. Oral defense of the completed project before a faculty panel is required.

BUSI 551 Situation Analysis and Diagnosis (3)
This course introduces the purpose, methods, and skills of situation analysis and diagnosis in carefully selected case studies. Students benefit from a focused approach to interpreting, understanding, and developing skills to discover appropriate conclusions in differing business environments and situations. (Must be taken after other course work is completed.)

BUSI 552 Comparative Management (3)
The course enables the international business student to understand how management objectives, goals, practices, and business-government interaction are related to the cultural settings in which they take place. The course includes: analysis of international similarities and differences in managerial functions, structure and process, etc., in light of environmental factors; identification of the impact and results of different management practices; and an inquiry into the "universals" of management. (Must be taken after other course work is completed.) *Corequisite: BUSI 551*

BUSI 555 Integrated Decision Making in Nonprofits (3)
This course, taken in the student's final semester, develops the students' ability to understand the decision-making process and execute the steps involved in identifying, evaluating, and implementing an effective business strategy for a nonprofit organization. The purpose is achieved as students identify their organization's mission, primary customers, and specific goals by integrating the functional knowledge acquired in previous nonprofit courses (i.e., management, marketing, finance, research, ethics, etc.) and by developing a comprehensive strategic plan for a new organization, an existing organization, or from the perspective of an organization that wants to review its current offerings. As such, the course also examines factors unique to a nonprofit (e.g., involvement of the board and lay members, government funders, communication with various customer groups, and assuring congruence between organizational mission and the strategic plan).

BUSI 561 Fund Development: Planning, Implementing, and Evaluation (3)
This course examines the principles and methods of fundraising that respond to one's understanding of what donors, finders, and volunteers value, that is, what inspires their giving and how to develop and nurture these relationships. It uses case studies to demonstrate successful/unsuccessful promotional techniques, including advertising campaigns, direct mail, and special events. It also explores such areas as if/when to use consultants and special forms of planned giving. Finally, the course includes units on philanthropy/corporate giving and foundations, as well as a unit on grant writing.

BUSI 562 Effective Nonprofit Leadership and Management (3)
This course addresses the questions: What are the characteristics of effective leadership and management? How can one organize for success, and evaluate/strengthen the work already done? It explores the fundamental challenges to effective leadership including defining and articulating the organization's mission, identifying and understanding the multiple "customers" served, and identifying and prioritizing the critical managerial tasks that must be successfully executed. As such, it examines the roles of the executive director, the board, staff, and volunteers. Finally, this course introduces students to the Drucker Formulation Self-Assessment Tool for Nonprofit Organizations, based on management expert Peter F. Drucker's principles of management.

BUSI 563 Public Accounting: Legal and Financial Issues in Nonprofit Management (3)
This course introduces the legal and financial issues relevant to managing a 501 (c)(3) nonprofit organization. Issues addressed include organizing the entity, qualifying for and maintaining nonprofit status, fundraising, and nonprofit enterprise. Financial areas covered include the principles of fiscal responsibility for nonprofits as well as cost accounting, budgeting, the presentation of financial statements, proposed development, and in-kind resources.

BUSI 564 Strategic Marketing for Nonprofits (3)
This course provides an introduction to the field of strategic marketing of nonprofit organizations (e.g., educational institutions, churches, the public and social sectors, health services, and the arts). The course texts, outside readings, videos, case studies, and class exercises focus on understanding three areas of effectiveness: 1) what makes an organization effective or not; 2) how individuals can improve their own effectiveness as managers, staff, or volunteers; and 3) how promotional strategies can be used to enhance the organization's effectiveness.

BUSI 565 Integrated Marketing Communications (3)
This course provides an introduction to the field of strategic marketing. The course texts, outside readings, videos, case studies, and class exercises are designed to focus on understanding three areas of effectiveness: 1) what makes an organization effective; 2) how individuals can improve their own effectiveness as managers, staff, or volunteers; and 3) how promotional strategies can be used to enhance the organization's effectiveness.

BUSI 567 Investments Management (3)
This course provides managers and practitioners with an overview of the field of advertising as an integral part of the marketing mix. While advertising is its primary focus, the course examines advertising and promotion from an integrated marketing communications (IMC) perspective that includes public relations, even marketing, crisis marketing, corporate and issue advertising, direct response, and the Internet. In light of the increasing globalization of business, international advertising is integrated throughout the course, along with ethics and social responsibility.

BUSI 569 Nonprofits in America: History, Philosophy, and Tradition (3)
This introductory course traces the history, philosophy, and societal role of nonprofits in the United States and how the "independent sector" today compares organizationally to business and government. As such, it examines the roles of government (at the state and federal levels), religion and churches (including constitutional issues), business (corporate philanthropy), and the rights/responsibilities of individuals (e.g., natural law and contemporary public policy).

BUSI 578 Strategy and Planning (3)
This course covers how to convert the vision of executive intuition into definitive plans that can be operationally implemented, and provides opportunity for practice and experimentation in strategy formulation. Strategy support systems are used to assist in making the transition from a change-resistant operational approach to a future-oriented approach characteristic of strategic thinking. This class is to be taken in the last semester. *Prerequisites: BUSI 512, BUSI 513, BUSI 514, BUSI 515, BUSI 521, BUSI 522, and BUSI 527*

BUSI 581 Corporate and Organizational Leadership (3)
This course examines the need for Christian business leaders to become transformational leaders as they orient others to the necessity of continuous change and improvement.

BUSI 583 Integrated Decision Making (3)
Students seek to develop the capability to appreciate and carry out the decision-making processes involved in identifying, evaluating, selecting, and implementing strategy in a company. This purpose is achieved by requiring the student to set goals, analyze business problems, develop a framework for making decisions to reach these goals, integrate the functional knowledge acquired in previous courses, and experience, through computer simulation business cases, the processes and functions performed by executive officers in meeting goals, and coping with an uncertain business environment. *Must be taken in final semester of study.*

BUSI 586 International Tutorial I (3)
This course allows students to investigate subjects and interests that lie beyond regular course offerings and explore topics in greater depth from an approved International Studies Program. Tutorials provide an opportunity to identify and develop an area of study of particular concern to the individual learner and are pursued with a sponsoring faculty member and approved by the graduate programs chair and the dean. Course requirements typically involve one-on-one interaction with a sponsoring faculty member, an extensive literature review, submission of research papers, and oral defense of works.

BUSI 587 International Tutorial II (3)
This course allows students to investigate subjects and interests that lie beyond regular course offerings and explore topics in greater depth from an approved International Studies Program. Tutorials provide an opportunity to identify and develop an area of study of particular concern to the individual learner and are pursued with a sponsoring faculty member and approved by the graduate programs chair and the dean. Course requirements typically involve one-on-one interaction with a sponsoring faculty member, an extensive literature review, submission of research papers, and oral defense of works.

BUSI 588 International Tutorial III (3)
This course allows students to investigate subjects and interests that lie beyond regular course offerings and explore topics in greater depth from an approved International Studies Program. Tutorials provide an opportunity to identify and develop an area of study of particular concern to the individual learner and are pursued with a sponsoring faculty member and approved by the graduate programs chair and the dean. Course requirements typically involve one-on-one interaction with a sponsoring faculty member, an extensive literature review, submission of research papers, and oral defense of works.

BUSI 589 International Tutorial IV (3)
This course allows students to investigate subjects and interests that lie beyond regular course offerings and explore topics in greater depth from an approved International Studies Program. Tutorials provide an opportunity to identify and develop an area of study of particular concern to the individual learner and are pursued with a sponsoring faculty member and approved by the graduate programs chair and the dean. Course requirements typically involve one-on-one interaction with a sponsoring faculty member, an extensive literature review, submission of research papers, and oral defense of works.

BUSI 590 Capstone Project: Strategic Management (3)
In this course, the student integrates the learning experience by submitting a business plan and corporate report which provides strategic direction to a business. The completed project describes the general economic process applied to a business selected by the student: seasonal sales cycle, inflation/recession tendencies, and product life cycle. Emphasis is placed on the development of strategies, economic analysis, and flexibility of strategic alternatives with the business plan.

BUSI 591 Marketing Strategy for Competitive Advantage (3)
This course concentrates on the strategic issues encountered in marketing, in terms of total corporate and business strategy. Emphasis centers on matching internal strengths with outside opportunities, giving attention to weaknesses of the firm and threats from the environment. The goal is attainment of a sustainable competitive advantage. *Prerequisite(s): business degree or BUSI 504 and BUSI 578*

BUSI 592 Financial Strategy for Competitive Advantage (3)
This seminar stresses the enterprise-wide view of the strategic management of financial resources. Lectures and case studies present the tools and perspective necessary to gain a competitive advantage through financial management. *Prerequisites: BUSI 513 and BUSI 578*

BUSI 593 Manufacturing Strategy for Competitive Advantage (3)
This course concentrates on the strategic issues encountered in the manufacturing processes. Manufacturing is recognized as an important strategic resource which can provide major competitive strengths for a business. Today's manufacturing managers must look to the future to plan, set objectives, initiate strategy, establish policies, and commit resources. The goal is attainment of a sustainable competitive advantage. *Prerequisite: BUSI 578*

BUSI 594 Information Resources Strategy for Competitive Advantage (3)
This course explores and develops the integration of management skills and information resources. It deals with the management and innovative use of diverse types of information and integrates the functions of management with suppliers of information. Students analyze the speed of delivery of information, advanced technological tools, masses of material, and the decision-making process. It provides cross-training for future managers and undergirds their roles as part of the corporate whole. *Prerequisites: BUSI 514 and BUSI 578*

BUSI 595 Capability Design and Management of Strategic Change (3)
Management capabilities and components, strategic diagnosis, and capability design are addressed. The course introduces state-of-the-art, "real-time" planning systems, including crisis management. Evaluation of organizational dynamics during discontinuous strategic changes is addressed. Strategic diagnosis and capability design are applied to a successful operation of a corporate firm.

BUSI 599 Readings in Business (1-3)
Students may enroll in an independent study for unit credit to investigate subjects and interests that lie beyond regular course offerings, explore topics in greater depth, and/or initiate individual projects. Such requests must be developed in consultation with a sponsoring faculty member and be approved by the graduate program chair and dean. Unit credit varies depending on the scope of the study plan.

Human and Organizational Development

MHOD 500 Foundations of Human Resource Development (3)
The course provides an introduction to and overview of the field of human resource development with emphasis upon its historical and philosophical foundations. Theories and concepts relevant to the field are analyzed. Special emphasis is placed on the roles and functions of OD professionals within organizations and understanding the basic competencies of professional practice.

MHOD 501 Organizational Design and the Psychology of Work Behavior (3)
This course examines the fundamental theories and viewpoints on the nature of work, its role in adult life, and the function of employment organizations. Included is discussion of forces impacting individual, group, and system performance and productivity within complex sociotechnical systems. Particular emphasis is placed on examining the role of work in the growth and functioning of humans and in identifying the characteristics of organizations in which both the human needs of the people who compose the organization and the organization as a productive, adaptive entity are satisfied.

MHOD 512 Adult Development in Organizational Settings (3)
Theories of human growth and development as a foundation for understanding the developmental challenges facing individuals during their lifespans are introduced. Specific implications and applications are made related to how human growth and development is effected by and affects organizational life.

MHOD 520 Career Development Systems (3)
Students study the emerging field of career planning and development related to initial and ongoing professional development. Current literature, relevant theories, and major approaches to career planning and development are examined in accordance with career planning and development approaches in organizations. Students use various self-assessment tools and diagnostic instruments to evaluate data on their own work histories, interests, skills, and values.

MHOD 521 Organizational Development and Change (3)
Students investigate the emerging field of organizational development (OD) - major theories, basic concepts, and primary intervention strategies. Emphasis is placed on diagnosing the relationship between an organization's mission and culture, and facilitating system-wide, planned changes to improve organizational effectiveness.

MHOD 550 Instructional Design and Training Methods (3)
This course focuses on methods to assess an organization's training and development needs, and designing and implementing training programs to address those needs. Analysis and application of adult-learning theories in relation to program design are explored. Methods of instructional design and course development are emphasized.

MHOD 551 Leadership in Organizations (3)
This course introduces current literature and theories of leadership. Leadership within organizational settings is examined. Leadership dilemmas and issues are analyzed (e.g., ethics, decision making, power and authority, conflict management). Emphasis is placed on identifying and enhancing leadership in organizational settings.

MHOD 561 Group Dynamics and Conflict Management (3)
This course helps the student understand small-group behavior. It uses experience-based methods, cases, reading material, and simulation, and examines role behavior, group dynamics, conflict control, leadership, and group development. It also addresses motivation and problem solving as essential elements of organizational behavior.

MHOD 570 Improving Quality and Productivity (3)
This course provides an introduction to fundamental concepts and methods of quality and productivity improvement and examination of the OD professional's role in designing and implementing programs to improve quality of products and services. Particular emphasis is placed on understanding the forces that make quality and productivity critical organizational issues.

MHOD 599 Readings in Human and Organizational Development (1-3)
Students may enroll in an independent study for unit credit. In this course, students investigate subjects and interests that lie beyond regular course offerings, explore topics in greater depth, and/or initiate individual projects. It provides an opportunity to identify and develop an area of study of particular concern to the individual learner. Readings are pursued in accordance with a study plan developed in consultation with a sponsoring faculty member and approved by the graduate programs chair and dean. Course requirements typically involve a literature review and submission of a paper. Unit credit varies depending on the scope of the study plan.

Web and Information Technology

WEB 571 Website Design and Development (3)
This course examines fundamental principles of website design, emphasizing considerations of functionality, information architecture, and usability. The course also introduces the students to proto-typing tolls used to develop and communicate website designs.

WEB 572 Emergent Information Technologies (3)
This course involves the study of technological change, especially the effects of technological change on society and commerce and how these changes and effects transpire. The course also entails a study of key technologies that are having, or may have, significant effects on society and commerce.

WEB 573 Relational Database Technology (3)
This course presents the relational database model and explains a process for relational database design, and covers the fundamentals of relational database creation and maintenance. It also explains the use of an application development environment, such as Allaire's Cold Fusion, to develop Web database applications.

WEB 575 Internet Business and Strategic Management (3)
This course describes how the Internet has created demand for e-business, and how this new economic and technological shift has transformed the way in which business models are created. Major trends driving e-business are identified. E-business application architecture is reviewed. The importance of creating a customer relationship management (CRM) is emphasized. The significance of strategic management is paramount to a sustainable competitive advantage, where enterprise resource planning is being utilized. In this quickly changing environment, knowledge management becomes important to integrate technologies and solutions for organizations. Clarifying strategic objectives with the process improvement, strategic improvement, and business transformation are considered, along with elements of tactical execution options and e-project management.

8 School of Education and Behavioral Studies

Campuses **88**

Support Services and Organizations **88**
Center for Research on Ethics and Values 88
Center for Strengths-Based Education 88
Child and Family Development Center 88
Credential Analysts 88
Financial Aid Opportunities 88
Operation Impact Program 88

Department of Advanced Studies in Education **89**
Credential in:
Library Media Teacher (Online) 90
Master's in:
Curriculum and Instruction in Multicultural Contexts (M.A.) 91
School Librarianship (Online) (M.A.) 92
Educational Technology and Learning (M.A.) 93
Online Educational Technology (M.A.) 94
Physical Education (M.S.) 95

Department of Educational Leadership **96**
Credentials in:
Preliminary Administrative Services (Tier I) 97
Preliminary Administrative Services Internship (Tier I) 97
Master's in:
Educational Leadership (M.A.) 97
Combined Master's and Credential in:
Educational Leadership (M.A.) and Preliminary Administrative Services (Tier I) 97
Educational Leadership (M.A.) and Preliminary Administrative Services Internship (Tier I) 97
Credential in:
Professional Administrative Services (Tier II) 100

Department of School Counseling and School Psychology **101**
Master's in:
Educational Counseling (M.A.) (with an embedded School Counseling Credential) 102
Educational Psychology (M.A.) (with an embedded School Psychology Credential) 103

Department of Teacher Education **105**
Combined Credentials and Master's in:
Multiple-Subject Teaching and Teaching (M.A.) (Track A) 107
Single-Subject Teaching and Teaching (M.A.) (Track A) 109
Multiple-Subject Internship Teaching and Teaching (M.A.) (Track B) 111
Single-Subject Internship Teaching and Teaching (M.A.) (Track B) 113
Credential in:
Mild/Moderate Disabilities (K-12) Specialist (Level I, Track A) 115
Mild/Moderate Disabilities (K-12) Specialist Internship (Level I, Track B) 115
Mild/Moderate Disabilities Specialist, Level II 118
Combined Master's and Credential in:
Special Education (M.A.) and Mild to Moderate Disabilities (K-12) Specialist (Level I, Track A) 119
Special Education (M.A.) and Mild to Moderate Disabilities (K-12) Specialist Internship (Level I, Track B) 119
Master's in:
Special Education (M.A.) 122
Certificate in:
Cross-Cultural Language and Academic Development (C.L.A.D.) 122

Department of Higher Education and Organizational Leadership **138**
Master's in:
College Student Affairs (M.Ed.) 138
Organizational Leadership (M.A.) 141
Operation Impact Program 142

Center for Adult and Professional Studies **144**
Master's in:
Leadership and Organizational Studies 144

Department of Doctoral Studies in Education **146**
Doctorate in:
Educational Leadership K-12 149
Combined Doctorate and Credential in:
Educational Leadership (Ed.D.) and Professional Administrative Services (Tier II) 149
Doctorate in:
Higher Education Leadership 150

Department of Graduate Psychology **156**
Master's in:
Clinical Psychology: Marriage and Family Therapy (M.A.) 156
Doctorate in:
Clinical Psychology: Family Psychology (Psy.D.) 160

School of Education and Behavioral Studies

Faculty

Dean and Professor: Vacant

Associate Dean and Professor: Sally Alonzo Bell, Ph.D.

Associate Dean and Associate Professor: Jim Bryan, Ed.D.

Department of Advanced Studies in Education

Chair, Department of Advanced Studies in Education; School Librarianship and Library Media Credential Program Director; Professor: Maria Pacino, Ed.D.

Program Director, Master of Arts in Education: Teaching, and Curriculum and Instruction in Multicultural Contexts; and Professor: Susan Warren, Ph.D.

Program Director, Master of Arts in Educational Technology and Learning; and Associate Professor: Joanne Gilbreath, Ed.D.

Online Program Director, Master of Arts in Educational Technology; and Professor: Kathleen Fletcher Bacer, Ed.D.

Program Director, Master of Science in Physical Education; and Assistant Professor: Teri Marcos, Ed.D.

Professors: Linda Chiang, Ed.D.; James Green, Ph.D.; Katy Lux, Ph.D.; Kathryn Scorgie, Ph.D.

Associate Professors: Daniel Doorn, Ph.D.; Candice Fredrick, Ph.D.; James Kantiok, Ed.D.; Joseph Mintah, Ed.D.

Assistant Professors: Sean Rochelle, Ed.D.; Cynthia Tanis, M.Ed.

Department of Educational Leadership

Chair, Department of Educational Leadership; Director, Professional Administrative Services Credential (Tier II) Program; and Associate Professor: Gail Houghton, Ph.D.

Director, Master of Arts in Education: School Administration and Preliminary Administrative Credential (Tier I) Programs; Tier I Credential Programs; and Associate Professor: Lois Sowers, Ed.D.

Professor: Daniel Elliott, Ed.D.

Associate Professors: Ronald Foland, Ph.D.; Edgar Gill, Ph.D.; Robert Vouga, Ed.D.

Lecturer (part time): Shelby Wagner, Ed.D.

Department of School Counseling and School Psychology

Chair, Department of School Counseling and School Psychology; and Associate Professor: Lewis Bonney, Ph.D.

Interim Assistant Chair, Department of School Counseling and School Psychology; and Associate Professor: David Morrison, Ph.D.

Program Director, School Counseling; and Assistant Professor: Susan Lees, Psy.D.

Program Director, School Psychology; and Associate Professor: Randy Fall, Ph.D.

Program Director, Fieldwork and Internship; and Associate Professor: Robert Martin, Ph.D.

Assistant Professors: Ruth Cotto-Silva, Ed.D.; Nancy Phillips, M.A.

Lecturers (part time): Dorcas Amoah, Ph.D.; Martin Quisenberry, M.A.; Tom Ryerson, Psy.D.

Department of Teacher Education

Chair, Department of Teacher Education; and Professor: Nancy Brashear, Ph.D.

Program Director, Single-Subject Teaching Tracks A and B; and Associate Professor: Gail Reeder, Ph.D.

Program Director, Special Education; and Assistant Professor: Nilsa Thorsos, Ph.D.

Program Director, Multiple-Subject Internship Teaching Credential Program, Track B; and Associate Professor: Elizabeth Ann Test, Ph.D.

Program Director, Multiple-Subject Teacher Credential Program, Track A; and Professor: Gregory Kaiser, Ph.D.

C.L.A.D. Coordinator; and Associate Professor: Ivy Yee-Sakamoto, Ph.D.

Technology Integration Coordinator, and Assistant Professor: Wayne Bacer, Ed.D.

Intern Grant Coordinator, and Associate Professor: Judith Hetzel, Ed.D.

Associate Professors: Elizabeth Andersen, Ph.D.; Chinaka Domnwachukwu, Ph.D.

Assistant Professors: Torria Bond, Ph.D.; Deanna Brady, Ed.D.; Nancy Contrucci, Pamela Cotton-Roberts, Ed.D.; Ph.D.; Paul Flores, M.Div.; Pete Loza, Ph.D.; Cloetta Veney, M.A.; Steven Wentland, M.A.

Instructor: Ann Hagmaier, M.S.

Department of Higher Education and Organizational Leadership

Chair, Department of Higher Education and Organizational Leadership; and Program Director, College Student Affairs; and Associate Professor: Sharyn Slavin Miller, Ph.D.

Program Director, College Student Affairs, Summer Track; and Associate Professor: Carol Lundberg, Ph.D.

Program Director, Organizational Leadership; and Professor: Dave McIntire, Ed.D.

Program Director, Organizational Leadership, Operation Impact; and Professor: Grace Barnes, Ph.D.

Professor: Dennis Sheridan, Ph.D., Ed.D.

Associate Professor: Pamela M. Christian, Ph.D.

Center for Adult and Professional Studies

Executive Director, and Professor: Fred Garlett, Ed.D.

Professor: Ruth Anna Abigail, Ph.D.

Associate Professors: Richard Durfield, Ph.D.; Cathy Heffernan, Ph.D.

Instructor: Stephanie Fenwick, M.A.

Director of Faculty: Julie Jantzi, Ph.D.

Program Director, Human Development: Gordon Jorgenson, M.A.Ed.

Department of Doctoral Studies in Education

Chair, Department of Doctoral Studies in Education; Director, Center for Strengths-Based Education; and Professor: Laurie Schreiner, Ph.D.

Program Director, Ed.D. in Higher Education Leadership; and Professor: Dennis Sheridan, Ph.D., Ed.D.

Program Director, Ed.D. in Educational Leadership (K-12); and Associate Professor: Christopher Quinn, Ed.D.

Professor: Patricia Bonner, Ph.D.

Associate Professors: Ying Hong Jiang, Ph.D.; Daniel Lawson, Ph.D.; Jenny Yau, Ed.D.

Department of Graduate Psychology

Chair, Department of Graduate Psychology; Director, Psy.D. Program; and Professor: Mark Stanton, Ph.D., ABPP

Director of Clinical Training; and Associate Professor: Sheryn Scott, Ph.D.

Administrative Director, Child and Family Development Center; and Assistant Professor: Jaime Mendoza, Psy.D.

Professors: David Brokaw, Ph.D., ABPP; Marvin Erisman, Ph.D.; Beth Houskamp, Ph.D.

Associate Professors: Linda Matthews, Ph.D.; Doris Mok, Ph.D.; Kevin Reimer, Ph.D.; Theresa C. Tisdale, Ph.D.

Assistant Professor: Robert Welsh, Ph.D.

Introduction

The School of Education and Behavioral Studies is a large configuration comprised of 9 departments and 24 programs within the departments. The professional preparation programs in the departments of education that offer credentials in K-12 areas of specialization are accredited by the California Commission on Teacher Credentialing (CCTC) and the National Council for Accreditation of Teacher Education (NCATE). Programs within the departments of education not offering credentials are accredited by NCATE. The Department of Graduate Psychology is accredited by the American Psychological Association.

The Department of Doctoral Studies in Education and the Department of Graduate Psychology offer doctorates in Educational Leadership (Ed.D.) and Clinical Psychology (Psy.D.), respectively. The Master of Arts in Organizational Leadership is available to candidates through the Department of Higher Education and Organizational Leadership.

The teacher education credential programs prepare individuals to meet the needs of all children and youth enrolled in California's public and private schools. Prospective and experienced classroom teachers and individuals seeking to serve as counselors and administrative personnel will discover professionally challenging preparation programs at Azusa Pacific. Each of these programs provides a rigorous academic curriculum that reflects the university's mission to integrate academic excellence and advance the work of God.

In addition to the wide array of education programs, the School of Education and Behavioral Studies houses excellent programs in psychology. Students pursuing a career in clinical psychology will find the Department of Graduate Psychology to be a unique environment that fosters invaluable self-discovery and promotes extensive practical clinical experience. The psychology degree programs prepare students for licensure within the state of California and offer an interdisciplinary approach to the field of psychology. With a distinctly Christian perspective, the programs emphasize a caring, nurturing approach to helping families, couples, and individuals live and thrive in a culturally diverse world. For more information regarding these programs, refer to the graduate programs in the graduate psychology bulletin.

All programs within the school are demanding and intellectually challenging, yet flexible and client centered. Creative scheduling allows professionals engaged in evolving careers to enroll in graduate courses taught by highly qualified faculty, held both on APU's Azusa campus and in regionally located community centers.

Campuses

Programs offered by the departments listed above may be taken on the Azusa campus located in Azusa, California, or at one of the six regional centers that serve graduate and undergraduate students within the School of Education and Behavioral Studies throughout Southern California. Check with locations for specific programs offered.

1. **High Desert Regional Center**
   18422 Bear Valley Rd.
   Victorville, CA 92392
   (760) 952-1765
   highdesert@apu.edu
2. **Inland Empire Regional Center**
   685 E. Carnegie Dr., Ste. 170
   San Bernardino, CA 92408
   (909) 888-9977
   (800) 964-8807 (toll free)
   inlandempire@apu.edu
3. **Murrieta Regional Center**
   39573 Los Alamos Rd.
   Murrieta, CA 92563-5032
   (951) 304-3400
   (877) 210-8841 (toll free)
   murrieta@apu.edu
4. **Orange County Regional Center**
   1915 Orangewood Ave., Ste. 100
   Orange, CA 92868
   (714) 935-0260
   (800) 272-0111 (toll free)
   orangecounty@apu.edu
5. **San Diego Regional Center**
   2820 Camino del Rio South, Ste. 100
   San Diego, CA 92108
   (619) 718-9655
   (877) 210-8839 (toll free)
   sandiego@apu.edu
6. **Ventura Regional Center**
   445 E. Esplanade Dr., Ste. 200
   Oxnard, CA 93036
   (805) 677-5825
   (877) 210-8840 (toll free)
   ventura@apu.edu

Support Services and Organizations

Center for Research on Ethics and Values

The Center for Research on Ethics and Values is committed to the promotion of research that can enhance the moral, ethical, and spiritual development of children, youth, and young adults. The director of the center, Beverly Hardcastle Stanford, Ph.D., may be contacted at (626) 815-5363.

Center for Strengths-Based Education

The mission of the Center for Strengths-Based 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 Center accomplishes its mission by conducting research on strengths-based educational practices, designing assessment tools, providing training and consulting to other colleges and universities, and disseminating best practices and research results through its website, conferences, and publications. The director, Laurie Schreiner, Ph.D., may be contacted at (626) 815-5322.

Child and Family Development Center

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

Credential Analysts

Credential analysts are liaisons between graduate education students, school districts, and the California Commission on Teacher Credentialing. They process requests for Emergency Permit renewals (CL469s), fingerprint clearance (Certificates of Clearance), and credential applications required to file for credentials with the Commission on Teacher Credentialing. For more information, please contact (626) 815-5346 or (626) 815-5162.

Financial Aid Opportunities

The School of Education and Behavioral Studies has prepared a brochure with multiple financial aid opportunities for students in every department of the school. Opportunities include fellowships, loan assumptions, and scholarships. Students may obtain a copy of the brochure from department offices, at any of the regional centers, or by calling Chris Zeilenga, director of student services, (626) 815-5479.

Operation Impact Program

This program provides continued educational support internationally to leaders of mission organizations, government agencies, and nonprofit enterprises, by delivering the Master of Arts in Organizational Leadership Program to locations throughout the world. Contact the director of Operation Impact, Grace Barnes, Ph.D., for the list of courses offered in each country at (626) 815-5483.

Department of Advanced Studies in Education

Faculty

Chair, Department of Advanced Studies in Education; School Librarianship and Library Media Credential Program Director; and Professor: Maria Pacino, Ed.D.

Program Director, Master of Arts in Education: Teaching, and Curriculum and Instruction in Multicultural Contexts; and Professor: Susan Warren, Ph.D.

Program Director, Master of Arts in Educational Technology and Learning; and Associate Professor: Joanne Gilbreath, Ed.D.

Online Program Director, Master of Arts in Educational Technology; and Professor: Kathleen Fletcher Bacer, Ed.D.

Program Director, Master of Science in Physical Education; and Assistant Professor: Teri Marcos, Ed.D.

Professors: Linda Chiang, Ed.D.; James Green, Ph.D.; Katy Lux, Ph.D.; Kathryn Scorgie, Ph.D.

Associate Professors: Daniel Doorn, Ph.D.; Candice Fredrick, Ph.D.; James Kantiok, Ed.D.; Joseph Mintah, Ed.D.

Assistant Professors: Sean Rochelle, Ed.D.; Cynthia Tanis, M.Ed.

Introduction

Building upon the mission of Azusa Pacific University, the Department of Advanced Studies in Education provides opportunities for advanced academic work and research leading to the Master of Arts in Education. The department strives to create a scholarly environment where a community of learners engages in intellectual discourse of philosophical, sociological, and pedagogical analytic inquiry; develops research-based paradigms for dealing with the challenges of 21st century schools and schooling; and participates in meaningful social action research which connects schools with communities.

The faculty of active researchers facilitates the learning process and encourages teachers to become lifelong learners and classroom researchers; to strengthen their knowledge of current issues on schools and schooling; to take leadership roles in the community regarding current educational policies; to be advocates for the diverse community of learners, especially as current issues arise that challenge educational philosophies, practices, and policies; and to wrestle with the complexity of the ethics of caring.

Faculty and students in the Department of Advanced Studies in Education are encouraged to engage in collaborative, interdisciplinary research projects. Research topics include the importance of literacy, the challenge of cultural diversity, and the implementation of technology in schools. Please refer to program page for more information.

The Department of Advanced Studies in Education faculty engages in research, presents at national and international conferences, and maintains membership in:

American Association of Higher Education (AAHE)

American Educational Research Association (AERA)

Association for Supervision and Curriculum Development (ASCD)

Comparative and International Education Society (CIES)

National Association for Bilingual Education (NABE)

National Association for Multicultural Education (NAME)

International Society for Technology in Education (ISTE)

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

Advanced Credential Library Media Teacher Credential Online Program

Program Director: Maria Pacino, Ed.D.
(626) 815-5480, mpacino@apu.edu

The Library Media Teacher (LMT) Credential Program at Azusa Pacific University is a cutting-edge program which prepares candidates for the specialized and comprehensive role of school librarianship in California's pluralistic schools and communities. The program prepares library media teachers as educational leaders who are experts in technology, literacy, and diversity.

Recent changes in California public education, such as the 1998 California Public School Library Act, focus on literacy, multiculturalism, and technology. Interest in school library media centers has resurfaced along with the need for qualified library media teachers who will organize information, support school curriculum, help develop literacy programs, and assist in technology management. Consequently, there is a high demand for librarians throughout the state.

The Library Media Teacher Credential Program at Azusa Pacific University has been approved by the Western Association of Schools and Colleges (WASC), the California Commission on Teacher Credentialing (CCTC), and the National Council for the Accreditation of Teacher Education (NCATE). This innovative program is offered online, except for a one-week summer institute which provides for a face-to-face teaching and learning experience.

The Library Media Teacher Credential authorizes the holder to instruct pupils in the choice and use of library materials, plan and coordinate school library programs with the instructional programs of a school district, select materials for school and district libraries, coordinate or supervise library programs at the school district or county level, plan and conduct a course of instruction for those pupils who assist in the operation of school libraries, supervise classified personnel assigned to the school library duties, and develop procedures for and management of the school and district libraries.

Laptop Requirements

- A Mac or PC desktop or laptop computer that meets the minimum requirements (Contact the program director for specifications.)
- Printer
- Internet Service Provider
- Email account

Other equipment, such as a digital camera, Web cam, and CD burner may be needed with certain courses and student-selected projects.

Software Requirements

- Current operating systems (Mac: OS X; PC: Windows XP)
- Latest version of Internet Explorer or Netscape Navigator
- The following software packages
  Microsoft Office
  Adobe Design Suite
  Macromedia Studio MX

Application Requirements

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

Program-specific application requirements are available online at www.apu.edu.

International students have a separate application procedure. Contact the office of International Student Services at (626) 815-3055 or www.apu.edu/international/iss/.

Additional Requirements

- Mark application for the Library Media Teacher Credential Program.
- Look for a letter from the Office of Graduate Admissions after receiving the application form. Included will be instructions for registering for the applicant's first courses.
- Refer to "Online Class Instructions" published in each graduate class schedule booklet.
- Students may not enroll in more than seven units per nine-week term.
- Program changes will occur as needed.

Course Requirements

LMT 500	School Library Center Media Management	3
LMT 505	Selection, Evaluation, and Management of Learning Resources	3
LMT 510	Learning Resources for Elementary Schools	3
LMT 515	Learning Resources for Secondary Schools	3
LMT 520	Organization and Cataloging of Learning Materials/Resources	3
LMT 525	Information Retrieval and Reference Services	3
LMT 530	School Library-Classroom Partnerships	3
LMT 535	Library Media Technologies	3
LMT 540	Current Topics in School Media Centers	3
LMT 550	Field Experiences for the Library Media Teacher/Capstone	3
Total		**30 units**

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

Program Director: Susan Warren, Ph.D.
(626) 815-5490, swarren@apu.edu

Designed for educators who possess a state credential or have significant experience in teaching, this program provides varied opportunities to acquire new curriculum knowledge and instructional strategies to better serve the personal, social, academic, and literacy development needs of all K-12 or college students interacting in diverse multicultural classrooms. Prepared professionals in the CIMC program will be committed to engaging in reflective scholarly practices, integrating sound, theoretical knowledge with Christian faith perspectives, and improving decision-making strategies to serve diverse communities of learners as they become:

1. **Community Builders,** building relationships with and taking advocacy roles for students, families, and organizations in diverse communities, integrating the ethical perspectives of a Christian worldview.
2. **Responsive Teachers,** assessing and responding to the strengths, capabilities, and resources of students in diverse settings.
3. **Strategic Teachers,** designing and implementing effective, creative, and collaborative learning contexts for diverse students.
4. **Social Justice Advocates,** serving as advocates for issues of social justice in local and global settings; and modeling ethical perspectives, guiding students in gaining greater awareness and taking action on these issues.
5. **Teacher Researchers,** valuing their roles as teacher action researchers as a means to transform schools and schooling and to promote ethical perspectives.

Course work supports teachers in pursuing project-based inquires, valuing the process of reflective teaching, developing their own literate voices, strengthening a lifelong commitment to learning and researching in the classroom, and taking on new leadership and advocacy roles for students, families, and other educators in culturally diverse communities.

Application Requirements

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

Program-specific application requirements are available online at www.apu.edu.

International students have a separate application procedure. Contact the office of International Student Services at (626) 815-3055 or www.apu.edu/international/iss/.

Additional Requirements

- Students may not enroll in more than seven units per nine-week term.
- Program changes will occur as needed.

Prerequisites

- Twelve semester units of undergraduate or graduate course work in education
- For each year of verified, full-time teaching experience, three units of prerequisites may be waived.
- Students must complete two written self-assessments, one at the beginning and one at the end of the program, following guidelines and timetables sent at the time of admission to the program.

Course Requirements

Core Courses		***9 units***
EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	Philosophy/Ethics and History of Education	3
Required Concentration Courses		***15 units***
EDUC 508	Assessment and Evaluation in Multicultural Classrooms	3
EDUC 505	Advanced Literacy Development	3
EDUC 554	Instructional Principles and Practices	3
EDUC 574	Current Issues in Education	3
EDUC 589A	Research for Educators: Beginning Process*	2
EDUC 589B	Research for Educators: Finish Reporting	1
Recommended Elective Courses up to		***12 units***
EDUC 507	Family, Community, and School Connections	3
EDUC 509	Special Topics in Education	3
EDUC 555	Comparative Education: A Global Perspective	3
EDUC 501	Language Structure Acquisition and Development**	3
EDUC 502	Methods of Bilingual, English Language Teaching **	3
EDUC 503	School Practicum in English Language Development**	3
EDUC 504	Teaching and Cultural Diversity**	3
Other education electives or approved transfer units		***3-6 units***
Total		**36 units**

*Note the EDUC 589A is a prerequisite for EDUC 589B. 589B must be taken last in the program.
**Course for C.L.A.D. Certificate. Individuals who need to earn the C.L.A.D. Certificate may request approval from the program director to substitute some or all of the C.L.A.D. courses in place of required/ elective program courses. Based on the student's transcript of recent credential courses, the director will advise students which specific courses are needed for the C.L.A.D. Certificate requirements.

Master of Arts in Education: School Librarianship

Online Program

This master's degree is offered in conjunction with the Library Media Teacher Credential. The Library Media Teacher Program is for credentialed teachers who wish to earn both a Library Media Teacher Credential as well as a Master of Arts in the same field. The master's degree can be obtained by completing three additional courses beyond the required credential courses.* Library media teachers serve as school and district librarians and media specialists. This program is accredited by the California Commission on Teacher Credentialing (CCTC), the Western Association of Schools and Colleges (WASC), and the National Council for the Accreditation of Teacher Education (NCATE).

The Library Media Teacher Credential Program at Azusa Pacific University is a cutting-edge program which prepares candidates for the specialized and comprehensive role of school librarianship in California's pluralistic schools and communities. The program prepares library media teachers as educational leaders who are experts in technology, literacy, and diversity.

Candidates for the LMTP and the Master of Arts in Education: School Librarianship are multiple-subject and/or single-subject credentialed teachers who, as school library media specialists, will develop, implement, and evaluate programs and services for school library media centers. The Library Media Teacher Credential authorizes the holder to instruct pupils in the choice and use of library materials, to plan and coordinate school library programs with the instructional programs of a school district, to select materials for school and district libraries, to coordinate or supervise library programs at the school district or county level, to plan and conduct a course of instruction for those pupils who assist in the operation of school libraries, to supervise classified personnel assigned to the school library duties, and to develop procedures for and management of the school and district libraries.

*Admission to the Master of Arts in Education: School Librarianship is required.

Application Requirements

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

Program-specific application requirements are available online at www.apu.edu.

International students have a separate application procedure. Contact the office of International Student Services at (626) 815-3055 or www.apu.edu/international/iss/.

NOTE: Candidates for the Library Media Teacher Credential Program must have met all requirements for a credential in California which includes subject-matter competency, CBEST, RICA, and any other requirements. The Master of Arts in Education: School Librarianship is a K-12 program and not ALA accredited.

Additional Requirements

- Students may not enroll in more than seven units per nine-week term.
- Program changes will occur as needed.

Course Requirements

Core Requirements		***9 units***
EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	Philosophy/Ethics and History of Education	3
Concentration Requirements		***30 units***
LMT 500	School Library Center Media Management	3
LMT 505	Selection, Evaluation, and Management of Learning Resources	3
LMT 510	Learning Resources for Elementary Schools	3
LMT 515	Learning Resources for Secondary Schools	3
LMT 520	Organization and Cataloging of Learning Materials/Resources	3
LMT 525	Information Retrieval and Reference Services	3
LMT 530	School Library-Classroom Partnerships	3
LMT 535	Library Media Technologies	3
LMT 540	Current Topics in School Media Centers	3
LMT 550	Field Experiences for the Library Media Teacher/Capstone	3
Total		**39 units**

Master of Arts in Educational Technology and Learning

Program Director: Joanne Gilbreath, Ed.D.
(626) 815-5059, jgilbreath@apu.edu

Computers are no longer luxuries in the classroom – they are necessities. Technology has become as basic a requirement as books, paper, and pencils. Students are poised and ready for this new frontier, but how prepared are their teachers? The demand is high for educators and administrators with expertise in technology. Designed for education professionals eager to meet the challenge of the 21st century, Azusa Pacific University's Master of Arts in Educational Technology and Learning prepares a new breed of teacher. Students in the program gain firsthand experience in the integration of technology into the classroom through hands-on activities that are immediately applicable to their regular classroom work. Based on the ISTE National Educational Technology Standards for Teachers, graduates of this program are equipped with the ability to effectively integrate technology into their daily instructional practices. They are leaders in the movement toward enriching the learning experiences of students in pre-K to 14 classrooms.

Classes in the Master of Arts in Education Technology and Learning Program are offered in a distributed learning environment with both face-to-face and online components. With a strong emphasis on the effective integration of technology into curriculum, students work with different software applications and digital equipment throughout their course work. Designed to allow each student the opportunity to meet their own professional goals, courses are offered in Web design, network troubleshooting, curriculum design, document design, video production, productivity software, information management, and other cutting-edge trends in educational technology. With a team of faculty members who are leaders in the field of technology, course work is always relevant and immediately applicable. Reflecting the growing trend of online learning, students learn how to function and thrive in an online environment as both a learner and teacher. Coordinators of technology and those seeking to energize their instructional program or move into a new position at the site or district level, are invited to enroll.

Application Requirements

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

Program-specific application requirements are available online at www.apu.edu.

International students have a separate application procedure. Contact the office of International Student Services at (626) 815-3055 or www.apu.edu/international/iss/

Additional Requirements

- Students may not enroll in more than seven units per nine-week term.
- Program changes will occur as needed.

Prerequisites

Twelve semester units of undergraduate or graduate course work in education.

For each year of verified full-time teaching, three units of prerequisites may be waived.

Laptop Requirements

- A Mac or PC laptop computer that meets the minimum requirements (Contact the program director for specifications.)
- Printer
- Internet Service Provider
- Email account

Other equipment, such as a digital camera, Web cam, and CD burner may be needed with certain courses and student-selected projects.

Software Requirements

- Current operating systems (Mac: OS X; PC: Windows XP)
- Latest version of Internet Explorer, Netscape Navigator, Safari, or Mozilla/Firefox
- The following software packages
  Microsoft Office
  Adobe Creative Suite
  Macromedia Studio MX

Course Requirements

Level One Core Courses ***12 units***

These courses are required of all students and are taken in the first two terms of the program. All four must be completed before proceeding to Level Two.

EDUC 511	Essentials in Educational Technology and Learning	3
EDUC 512	Instructional Applications of Productivity Software	3
EDUC 513	Developing Hardware Independence	3
EDUC 572	Advanced Educational Psychology	3

Level Two Core Courses ***12 units***

These courses are required of all students and can be taken in any order. All four must be completed before taking elective courses.

EDUC 515	Evolving Educational Technologies	3
EDUC 518	Connecting with Global Communities	3
EDUC 524	Curriculum Design and Delivery	3
EDUC 525	Web Design for the Classroom	3

Electives ***9 units***

Choose three of the following courses in any order. All three electives must be completed before taking EDUC 526.

EDUC 514	Digital Video in the Classroom	3
EDUC 519	Document Design for the Classroom	3
EDUC 521	Information in the 21st Century	3
EDUC 523	Hypermedia-Enhanced Learning Environments	3
EDUC 527	Emerging Topics in Educational Technology and Learning	3

Final Course ***3 units***

EDUC 526	Capstone Experience in Educational Technology and Learning*	3

Total **36 units**

*This course includes an oral defense. This class must be taken at the end of the course work and is required of all students to receive the Master of Arts in Educational Technology and Learning.

Approved electives or transfer credit available ***6 units***

Online Master of Arts in Educational Technology

Program Director: Kathleen Fletcher Bacer, Ed.D.
(626) 815-5355; (626) 815-5490
kbacer@apu.edu

The Online Master of Arts in Educational Technology is available to students across the United States and capitalizes on the best teaching/learning pedagogy from face-to-face and online learning practices. This cutting-edge degree includes a functional analysis of computers and e-learning, applications of technology-supported curricular tools, telecommunications, global learning and cross-cultural literacy, applications of hypermedia, instructional design and development, and emerging trends in technologies all encased in a dynamic online learning environment. Students enter the program in learning communities of no more than 15 students, following a sequenced, integrated course work plan. Students admitted into the online program must complete all their course work online.

Application Requirements

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

Program-specific application requirements are available online at www.apu.edu/educabs/graduate/advanced/masters/edtechonline/admissionrequirements/.

International students have a separate application procedure. Contact the office of International Student Services at (626) 815-3055 or www.apu.edu/international/iss/.

Additional Requirements

- Students may not enroll in more than seven units per nine-week term.
- Program changes will occur as needed.

Course Sequence

Term 1

EDTC 511	Foundations in Educational Technology	3
EDTC 571	Curriculum Foundations*	3

Term 2

EDTC 517	Telecommunications	3
EDTC 527	Special Topics in Educational Technology	3

Term 3

EDTC 518	Global Learning/Cross-Cultural Classrooms	3
EDTC 573	Philosophy/Ethics and History of Education	3

Term 4

EDTC 523	Educational Applications of Hypermedia	3
EDTC 524	Instructional Design and Development	3

Term 5

EDTC 515	Emerging Trends in Technology	3
EDTC 520	Applications of Technology-Supported Curricular Tools	3

Term 6

EDTC 526	Practicum in Educational Applications of Technology	3
EDTC 572	Advanced Educational Psychology*	3
Total		**36 units**

*Up to six approved units maybe transferred in.

For more complete information, visit www.apu.edu/educabs/graduate/advanced/masters/edtechonline and/or contact Kathleen Fletcher Bacer, Ed.D., director, Online Educational Technology, (626) 815-5355, or kbacer@apu.edu.

Master of Science in Physical Education

Program Director: Teri Marcos, Ed.D., (626) 815-5457; tmarcos@apu.edu

The program provides advanced study within the broad discipline of physical education and allows students to elect course work with advisor approval in sport medicine, fitness and wellness, sociology of sport, psychology of coaching, curriculum, and the history and philosophy of human movement.

The Master of Science in Physical Education is intended to meet the needs of students who wish to prepare for admission to doctoral programs; enhance competencies in teaching, consulting, or program administration; and prepare for a variety of other physical or sport-related careers.

These programs are offered at the following locations:

- Azusa
- Inland Empire
- High Desert
- Murrieta
- Orange County
- San Diego
- Ventura

Application Requirements

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

Program-specific application requirements are available online at www.apu.edu.

International students have a separate application procedure. Contact the office of International Student Services at (626) 815-3055 or www.apu.edu/international/iss/.

Additional Requirements

- Students may not enroll in more than seven units per nine-week term.
- Program changes will occur as needed.

Prerequisites

- Twelve semester units of undergraduate or graduate course work in education, or a baccalaureate degree or concentration in Physical Education
- For each year of verified, full-time teaching or coaching experience, three units of prerequisites may be waived.
- Students pursuing a teaching credential should refer to the TEP department prior to applying to the Physical Education Program.

Course Requirements

Core Courses		***12 units***
EDUC 500	Technology and the K-12 Educator	3
EDUC 572	Advanced Educational Psychology	3
PE 551	Curriculum Theory and Design in Physical Education	3
PE 552	History and Philosophy of Physical Education	3
Research Project Component		***3 units***
PE 589A	Research for Educators	2
PE 589B	Research for Educators	1
Emphasis Elective Courses		***21 units***
PE 509	Special Topics in Education	3
PE 550	Sociology of Sport	3
PE 560	Sport Medicine	3
PE 561	Ethics in Physical Education and Athletics	3
PE 565	Physical Education, Athletics, and the Law	3
PE 575	Advanced Principles of Physical Conditioning	3
PE 576	Trends and Issues in Physical Education and Sport	3
PE 577	Administration of Physical Education and Athletic Programs	3
PE 578	Psychology of Coaching	3
PE 580	Wellness and Fitness for Life	3
PE 581	Techniques of Fundraising	3
PE 582	Seminar in Professional Literature in P.E. and Sport	3
PE 599	Readings in Physical Education	1-3
Total		**36 units**

Department of Educational Leadership

Faculty

Chair, Department of Educational Leadership; Director, Professional Administrative Services Credential (Tier II) Program; and Associate Professor: Gail Houghton, Ph.D.

Director, Master of Arts in Education: School Administration and Preliminary Administrative Credential (Tier I) Programs; Tier I Credential Programs; and Associate Professor: Lois Sowers, Ed.D.

Professor: Daniel Elliott, Ed.D.

Associate Professors: Ronald Foland, Ph.D.; Edgar Gill, Ph.D.; Robert Vouga, Ed.D.

Lecturer (part time): Shelby Wagner, Ed.D.

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

Introduction

The Department of Educational Leadership offers professional preparation programs for educators who desire to become administrators and for those serving in full-time administrative positions. With the increasing and changing demands of school administrators, preparation programs are vital to the success of all students. Administrators in schools are expected to know and understand their schools and communities, provide the leadership to meet academic achievement demands, and commit to their own ongoing professional renewal.

The Department's Preliminary Administrative Services Credential Program (Tier I) prepares candidates for administrative responsibilities ina variety of educational settings and contexts. Prospective administrators receive a grounding in the principles of leadership practice and a broader understanding of the world of school. A strong conceptual knowledge of how students learn, and the leadership and management actions necessary to support student learning are basic in the preparation of prospective administrators. Candidates develop a professional perspective by examining contemporary leadership practices and school policies in relation to fundamental issues, theories, and research in education that support student learning. Field experiences assist students knowledge and skills in providing effective learning environments for the students and schools served. They acquaint candidates with a range of leadership and administrative responsibilities, and provide opportunities for acquiring and developing leadership and administrative skills about the work of school administrators in supporting student learning.

The Professional Administrative Services Credential Program (Tier II) is individually designed to meet the candidate's assessed needs, interests, and long-term goals. A formal Individualized Mentoring Plan for professional induction is developed by the candidate, the credential supervisor, and the district mentor. Full participation is expected of all parties to improve the planning, implementation, and evaluation of the candidate's experiences.

Upon completion of the Tier I Program and appointment to an administrative position, students may continue through the Professional Administrative Services Credential (Tier II). Advanced study for administrators is available through the Doctor of Education (Ed.D.) in Educational Leadership (K-12) Program, described elsewhere in this catalog.

Study of pre-K to 12th grade educational administration without earning a credential is possible through the department's Master of Arts in Educational Leadership. This program may be of interest to teachers and other credentialed personnel, as well as to nonpublic school administrators.

Both the credential programs and the master's degree are offered at the university's regional centers located throughout Southern California.

Accreditation

The credential programs in the Department of Educational Leadership are accredited by the California Commission on Teacher Credentialing (CCTC) and the National Council for Accreditation of Teacher Education (NCATE). Master's degrees are accredited by the Western Association of Schools and Colleges (WASC) and NCATE.

Conferences

In addition to conferences sponsored by the Department of Educational Leadership and the Center for Research on Ethics and Values, students and graduates have other opportunities to keep abreast of current developments and enhance their professional abilities.

Master of Arts in Educational Leadership

Preliminary Administrative Services Credential Program (Tier I)

Preliminary Administrative Services Internship Credential Program

Program Director: Robert Vouga, Ed.D.
(626) 815-5369, rvouga@apu.edu

The Master of Arts in Educational Leadership and the Preliminary Administrative Services Credential Program prepares candidates to serve as effective innovative school administrators. Graduates emerge well equipped to fill leadership roles in K-12 schools such as principal, assistant principal, teacher leader, curriculum leader, and department chair. The program emphasizes a strong Christian approach and incorporates the following themes throughout the program: strengths-based leadership, theory to practice, collaboration, ethics, reflection, diversity, teaching and learning, student achievement, and technology.

This program is offered at the following locations:

- Azusa
- High Desert
- Inland Empire
- Murrieta
- Orange County
- San Diego
- Ventura

Admissions

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

Program-specific application requirements are available online at www.apu.edu.

International students have a separate application procedure. Contact the office of International Student Services at (626) 815-3055 or www.apu.edu/international/iss/.

Intern Credential Candidates Requirements

1. Contract or letter verifying the offer of employment as an administrator (not part of the teachers' bargaining unit)
2. Terms and Agreements signed by the superintendent or designee
3. Letter from the employing district superintendent or designee expressing willingness to collaborate with the University in the mentoring process.

Prerequisites

- Candidates with a master's degree that did not include course work equivalent to EDUC 582 (Cornerstones of Educational Leadership) may be required to take that course.
- Candidates without previous course work in mainstreaming of special needs students are required to take SPED 530.

Laptop Recommendation

To maintain a consistent and current level of instruction, each student is encouraged to purchase or show proof of ownership of a designated laptop and software. APU's laptop labs allow students to plug into docking stations and access the latest technology at all times. Often, the required purchase of the laptop and software can be budgeted into student loans. For further information, please contact the Office of Graduate Student Financial Services within the Graduate Center, (626) 815-4570.

TaskStream ePortfolios

Students are required to enroll in TaskStream which includes an online portfolio assessment system to facilitate teacher candidate evaluation. Students create electronic portfolios to showcase and document their competencies and experiences with the California Professional Standards for Educational Leaders (CPSELS), share artifacts or the entire portfolio with instructors and advisors for feedback and review online, submit sections of their portfolio or the entire body of work for evaluation online, and track their progress toward certification.

Course Requirements

The Master of Arts in Educational Leadership and Preliminary Administrative Services Credential Program (Tier I) includes seven courses taken in sequence as cohort groups. Field experience is embedded in three of the courses:

EDL 580	Leadership Induction	1
EDL 581	Research and Leadership	6
EDL 582	Cornerstones of Educational Leadership (Not required of candidates with a master's degree in education)	6
EDL 583	Educational Leadership and Change*	6
EDL 584	Policy and Politics of Educational Leadership*	6
EDL 585	Leadership in a Legal Culture*	6
EDL 586	Leadership Performance Assessment	5

Credential and master's degree	**36 units**
Master's degree only	**36 units**
Tier I credential only	**30 units**
Intern program and master's degree	**39 units**
Intern credential program only	**33 units**

*Administrator Interns must take EDUC 561 for a total of nine (9) units of field experience.

Program Features

Sequenced Course Design

The Master of Arts in Educational Leadership and Preliminary Administrative Services Credential Program (Tier I) provides candidates with the opportunity to take courses sequentially with professionals who share similar goals. The sequenced course design affords the convenience and collegiality of studying with colleagues. This sequence of courses and accompanying requirements are designed to be completed during five APU nine-week terms in approximately 15 months.

Standards-Based Program

This program is built on the six California Professional Standards for Educational Leaders (CPSELs). Candidates use their strengths to develop a Shared Vision of Learning (CPSEL 1) that focuses on maintaining high expectations for student achievement. They learn to develop and sustain a Culture of Teaching and Learning (CPSEL 2) through analysis of content standards, the study of instructional delivery, data analysis, application of research, and by providing staff development for all employees. Management of the School in the Service of Teaching and Learning (CPSEL 3) assists candidates as they learn the complexities of recruiting, training, and evaluating employees by providing a safe, productive environment, and by understanding legal mandates and constraints. Candidates learn to Work with Diverse Families and Communities (CPSEL 4) for improved student success by incorporating diverse family and community expectations in school decision making. Candidates enhance their Personal Ethics and Leadership Capacity (CPSEL 5) as they engage in conflict resolution, change management, decision making, and program assessment. Political, Social, Economic, Legal and Cultural Understanding (CPSEL 6) is enhanced through analysis of political forces, legal principles, economic dynamics, and cultural distinctions present in the school setting.

Field Experience

Course work is immediately applicable as a resource for curriculum planning, achievement assessment, decision making, and program improvement. Field experience is embedded into three of the courses, *Educational Leadership and Change*, *Policy and Politics of Educational Leadership*, and *Leadership in a Legal Culture*. The candidate assumes leadership responsibilities at a local school or district setting under the guidance of a site supervisor and university mentor. Field experiences include intensive experiences both in the day-to-day functions of administrators and in longer-term policy design and implementation. These experiences are closely related to the job performance requirements of administrators. Course work and field experience work together to expand the candidate's leadership capacity. Six units of university credit (nine units for administrator interns) are earned for field experience.

Case Studies

A case study is developed by each candidate based on local school or district scenarios, needs, issues, and/or situations. It is initiated in the first two courses and developed in each of the succeeding five courses. Candidates present their professional portfolios and their case studies before an evaluative panel during the final course, *Leadership Performance Assessment*.

Personal Growth Plans

Throughout the course sequence candidates build their personal plans for professional growth and development. These plans continue to be developed throughout the course sequence. Candidates articulate their plans to a panel of professional community members during the final course, *Leadership Performance Assessment*.

Thesis Option

Candidates who seek the Master of Arts in Educational Leadership may elect to complete a master's degree thesis in lieu of field experience. Students meet with the program director prior to enrolling in the third course, *Educational Leadership and Change*, to present a rudimentary research proposal. Once approved, candidates enroll in two units of *Readings in Education* (EDUC 599) for the three succeeding terms.

The thesis typically follows the five-chapter research model that enables the student to conduct meaningful research or program development. The program director and/or other full-time faculty are available to advise students who may be considering the thesis option.

Master's Degree Only Candidates

Most candidates seek the combined program for the Master of Arts in Educational Leadership with the Preliminary Administrative Services Credential. Those desiring only the master's degree traditionally serve in Christian schools or other private school backgrounds where the basic California credential is not required. They may elect to substitute six (6) units of academic course work in lieu of field experience to complete the 36-unit requirement for the master's degree.

Credential Only Candidates

Credential candidates who possess a master's degree in education may elect to complete six of the seven courses in the program for the Tier I Credential. *Cornerstones of Educational Leadership* may be waived at the candidate's discretion, since this course includes basic curricular, instructional, historical, and philosophical study that is typically covered in master's degree courses in education.

Acquiring the Preliminary Administrative Services Certificate of Eligibility

Upon completion of the program, the candidate is encouraged to apply for the Preliminary Administrative Services Certificate of Eligibility. This certificate is evidence that the candidate has successfully met all developmental objectives and program standards to merit recommendation for the certificate. This document qualifies the candidate to apply for an entry-level administrative position in California school districts. Upon being offered an administrative position, the candidate applies for and acquires the Preliminary Administrative Services Credential. The administrator has five years to complete requirements for the Professional Administrative Services Credential (Tier II). Candidates who do not immediately secure an administrative position apply for the Certificate of Eligibility, since there is no expiration date on the certificate.

Preliminary Administrative Services Internship Credential

The Preliminary Administrative Services Internship Credential Program meets the need of school districts by allowing them to employ candidates who have not yet completed all credential requirements. Upon receiving an offer of employment, candidates can immediately acquire the Internship Credential. This two-year credential entitles them to assume the full responsibilities as a California school administrator while completing the university program. Candidates benefit from joint mentoring and supervision by the university and nominating districts and by attending monthly seminars with other first-year administrators.

Requirements and Distinctives of the Internship Program

Administrative Interns participate in the administrative credential courses along with other candidates. The Internship Credential allows them two years to complete the program. Upon completion of the program, they apply for the Preliminary Administrative Services Credential (Tier I) that allows them five years to complete requirements for the Professional Administrative Services Credential (Tier II).

Administrator Interns attend monthly seminars under the leadership of APU educational leadership faculty. These seminars provide the opportunity to explore and analyze common challenges and to garner mutual support. Interns register for three (3) units of field experience while taking the courses *Educational Leadership and Change*, *Policy and Politics of Educational Leadership*, and *Leadership Performance Assessment* for a total of nine (9) units of field experience.

Professional Administrative Services Credential (Tier II) Credential only

Program Director: Gail Houghton, Ph.D.
(626) 815-5369, ghoughton@apu.edu

An advanced professional program for full-time administrators holding a Preliminary Administrative Services Credential (Tier I), the Professional Administrative Administrative Services Credential (Tier II) offers mentoring, support, and assistance based on the California Professional Standards for Educational Leaders (CPSELs). Through an Individualized Mentoring Plan (IMP) students' performance expectations, development objectives, and learning activities needed for the students' professional development are identified. Artifacts which demonstrate student progress in meeting the IMP development objectives are maintained in a portfolio.

Throughout the the program, students' advancement toward their development objectives are assessed. A culminating assessment forms the basis for certifying that students have successfully met all development objectives in the IMP and have met the level of administrative competence to merit recommendation for the Professional Administrative Services Credential.

Candidates who have received the Preliminary Administrative Services Credential (Tier I) and are employed in an administrative position have five years to obtain the Professional Administrative Services Credential.

The Tier II Program is offered at the following locations:

- Azusa
- High Desert
- Inland Empire
- Murrieta
- Orange County
- San Diego
- Ventura

Application Requirements

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

Program-specific application requirements are available online at www.apu.edu.

International students have a separate application procedure. Contact the office of International Student Services at (626) 815-3055 or www.apu.edu/international/iss/.

Course Requirements	**10 units**
EDUC 661 Professional Field Experience I, Induction*	2
EDUC 599 Readings in Education	3
EDUC 599 Readings in Education	3
EDUC 664 Professional Field Experience IV, Assessment**	2
Total	**10 units**

*May be applied toward the Combined Tier II and Doctor of Education in Educational Leadership Program at APU.

Students enrolling in EDUC 661 Professional Field Experience I, Induction, and EDUC 664 Professional Field Experience IV, Assessment, should register for two units in each of these university courses. Students enrolling in the Tier II Program for the first time are required to register for EDUC 661. They must enroll in EDUC 664 immediately after the last semester in which they take a Tier II course.

Students may apply for the credential upon successful completion of the program and by providing a statement with supervisor and district signatures to verify at least two years of appropriate full-time administrative experience requiring the Preliminary Administrative Services Credential.

TaskStream ePortfolios

Students are required to enroll in TaskStream which includes an online portfolio assessment system to facilitate teacher candidate evaluation. Students create electronic portfolios to showcase and document their competencies and experiences with the California Professional Standards for Educational Leaders (CPSELS), share artifacts or the entire portfolio with instructors and advisors for feedback and review online, submit sections of their portfolio or the entire body of work for evaluation online, and track their progress toward certification.

Combined Tier II and Doctor of Education in Educational Leadership (K-12) Program

Students who have completed some or all of their Tier II (Professional Administrative Services Credential) at a regionally accredited university prior to beginning the Ed.D. in Educational Leadership (K-12) program may petition to transfer up to 12 units of academic work toward the doctoral degree. Supervised field experience units are not accepted toward the Ed.D. in Educational Leadership (K-12). Transfer courses must have been earned with a grade of *B* or better within the preceding 10 years. In some cases, experienced educational leaders may petition for an extension of the 10-year limit, with justification on a course-by-course basis. Acceptance of such transfer units reduces the number of units required for the Ed.D. in Educational Leadership (K-12) at Azusa Pacific University.

Students who receive transfer units for courses EDUC 610, EDUC 615, and EDUC 620 or equivalent may not take courses EDUC 714, EDUC 715, and EDUC 717 respectively for degree credit. Students who receive transfer credit for course EDUC 600 or its equivalent may waive one doctoral course of their choice, excepting EDUC 700, EDUC 701, EDUC 705, and the research sequence EDUC 740 through EDUC 746.

Department of School Counseling and School Psychology

Faculty

Chair, Department of School Counseling and School Psychology; and Associate Professor: Lewis Bonney, Ph.D.

Interim Assistant Chair, Department of School Counseling and School Psychology; and Associate Professor: David Morrison, Ph.D.

Program Director, School Counseling; and Assistant Professor: Susan Lees, Psy.D.

Program Director, School Psychology; and Associate Professor: Randy Fall, Ph.D.

Program Director, Fieldwork and Internship; and Associate Professor: Robert Martin, Ph.D.

Assistant Professors: Ruth Cotto-Silva, Ed.D.; Nancy Phillips, M.A.

Lecturers (part time): Dorcas Amoah, Ph.D.; Martin Quisenberry, M.A.; Tom Ryerson, Psy.D.

Introduction

Today's classroom environment encompasses a wide array of cultural backgrounds, social levels, and learning abilities. The Master of Arts in Education: Educational Counseling and the Master of Arts in Education: Educational Psychology prepare professionals with in-depth understanding of the numerous issues facing students today, and insight into the myriad forces that impact young students. Graduates with this degree are better able to communicate with students and families as they facilitate the learning process for children. The school counseling or school psychology credential can be obtained simultaneously along with the corresponding master's degree. A school counseling or school psychology credential is essential to obtaining a position as a school counselor or school psychologist in the public school setting.

Azusa Pacific University graduates with preparation in school counseling and school psychology are aggressively sought after for employment by school districts because of the great need as well as high regard in the field for this exceptional program.

Admissions

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

Program-specific application requirements are available online at www.apu.edu.

International students have a separate application procedure. Contact the office of International Student Services at (626) 815-3055 or www.apu.edu/international/iss/.

Master of Arts Degrees and Credential Programs

Azusa Pacific University recognizes the need to provide quality academic programs for graduate students with divergent professional goals and differing educational needs. The degree and credential programs are designed for a limited number of individuals eager to pursue a Master of Arts and a credential program concurrently. These embedded degree/credential programs are restrictive and faculty advisement is required prior to enrollment in the program.

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

Master of Arts in Education: Educational Counseling

Program Director: Susan Lees, Psy.D.
(626) 815-6000, Ext. 5114, slees@apu.edu

APU's Master of Arts in Education: Educational Counseling offers students an efficient path to a school counseling career by embedding within the master's program all requirements for the Pupil Personnel Services Credential: School Counseling.The Master of Arts in Education: Educational Counseling equips candidates with in-depth understanding of the numerous issues and pressures facing pupils today. With a solid background in this area, candidates are better able to communicate with pupils of all cultures, socioeconomic levels, and learning abilities. The master's degree coupled with the Pupil Personnel Services Credential: School Counseling significantly increases one's marketability. This program immerses the candidate into the world of school counseling, emphasizing practical techniques to help pupils stay in school. Candidates explore problem-solving skills, discipline procedures, crisis and routine intervention, and work side-by-side with practicing school counselors.

A requirement in completing the program includes either fieldwork or an internship. Candidates applying for an internship credential may submit their application for the internship credential near the end of the program after all 11 prerequisites have been met. An Internship Credential is appropriate for candidates who have secured a paid internship position at a public school in the field of school counseling.

Students take courses in the following sequence:

(Please obtain academic advising prior to initial registration.)

Term 1

EDCO 533 Basic School Counseling *
EDCO 557 Child Development and Learning*

Term 2

EDCO 593 Historical Development of School Counseling and Psychology
EDCO 550 Issues in School Counseling*

Term 3

EDCO 528 Community, Family, and School Collaboration*
EDCO 592 Educational Psychology: Theory into Practice*

Term 4

EDCO 545 Intervention Through Prevention*
EDCO 535 Legal Mandates for School Counselors and Psychologists*

Term 5

EDCO 583 Intervention Through Consultation*
EDCO 591 Curriculum Foundations

Term 6

EDCO 549 Career Development and Technology*
EDCO 579 Sociocultural Issues in Counseling*

Term 7

EDCO 587 PPS Leadership, Ethics, and Professionalism*
EDCO 534 Educational Measurement and Assessment

*Prerequisites for Fieldwork/Internship

Supervised Field Experience/Fieldwork Internship

EDCO 564 School Counseling Fieldwork 1 (300 hours)
EDCO 568 School Counseling Fieldwork 2 (300 hours)
— or —
EDCO 594 School Counseling Internship 1 (300 hours)
EDCO 595 School Counseling Internship 2 (300 hours)

Total **48 units**

Additional Requirements

1. Students must pass a comprehensive exam to demonstrate their competence in school counseling/psychology.
2. Students prepare a growth assessment which includes a formal research assessment and a program evaluation. The growth assessment content summarizes a topic which the student chooses to study in depth. The evaluation is a reflection on professional growth during the program.

Advisory Notes

Specifically, students cannot pursue the Master of Arts in Education: Educational Counseling as a second master's degree after completing the requirements for the Master of Arts in Education: Educational Psychology. However, the Master of Arts in Education: Educational Psychology can be pursued as a second master's degree after completing the requirements for the Master of Arts in Education: Educational Counseling. Because these programs are unique, students must be admitted to each program separately.

Students intending to pursue two Master of Arts in Education degrees should review the university requirements for additional master's degrees as stated in the Academic Policies and Procedures section of the catalog.

- Students must seek practical experiences at multicultural school sites.
- At some sites, students may need to delay enrollment until there is a sufficient number of beginning students to provide the appropriate adult learning opportunities. Applicants can obtain detailed information about dates for beginning course work by requesting an advisement appointment at the Azusa campus or any of the regional centers.

- Students in an educational counseling or educational psychology program may request to waive a course (see "Waivers" in the Academic Policies and Procedures section of this catalog) provided that the student can document completion of an equivalent course at another institution in the five-year period prior to requesting the waiver. Department approval of the request is required. If the course accepted for waiver also meets all the university standards for transfer credit (see "Transfer Credit"), up to 20 percent of the total program units may be transferred to meet requirements. If the course accepted for waiver does not meet the university standards for transfer credit (i.e., not applicable to a master's degree at the university where it was taken, not taken from a regionally accredited institution, etc.), then the student must choose alternative elective courses to satisfy the unit requirements of the degree program.
- Students approaching program completion must obtain a credential application from the credential analyst office in the Department of Teacher Education. Students must complete all credential requirements to apply for the credential.
- Notify graduate registrar of intent to graduate 90 days before intended graduation. Students approaching graduation must obtain an Intent to Graduate Form from the graduate registrar. The graduate registrar will determine whether the student has met all requirements.
- A student has a maximum of five years to complete all course work, including waivers and transfer of units, beginning the first date of enrollment for course work in the degree program.

Master of Arts in Education: Educational Psychology

Program Director: Randy Fall, Ph.D.
(626) 815-5399, rfall@apu.edu

Azusa Pacific University's embedded program pairs the Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential: School Psychology for a broader, more marketable approach for school psychologists.

The Master of Arts in Education: Educational Psychology equips candidates with the ability to receive career advancement opportunities and gives them a highly marketable specialty. With a solid background in this area, candidates are able to assess students of all cultures, social levels, and learning abilities more effectively. A requirement in completing the credential includes either fieldwork or an internship. Candidates applying for an internship credential may submit their application for the internship credential near the end of the program after the 14 prerequisites have been met. An internship credential is appropriate for candidates who have secured a paid internship position at a public school in the field of school psychology.

Additional Admission Requirements for School Psychology Applicants

1. Submit Graduate Record Exam (GRE) scores. The GRE must have been taken within the last 12 months prior to application. All three scores, with an emphasis on the writing score, are used as one consideration for approving an application. Although a minimum score is not required, the GRE is one element in the whole application process. Admission is competitive and not all students who meet the minimum requirements will be admitted. Information on the administration of this test is available from the Department of School Counseling and School Psychology.
2. After all above materials have been received by the Office of Graduate Admissions, the Department of School Counseling and School Psychology reviews the file and notifies the applicant by mail to schedule an admission interview. The prospective candidate should come prepared to be interviewed by two members of the department's faculty. The purpose of the interview is to meet the candidate, discuss career goals, evaluate match of the program to the student, and make an initial assessment of the applicant's potential for success as a school psychologist.

Students take courses in the following sequence:

(Please obtain academic advising prior to initial registration.)

Term 1

EDCO 533 Basic School Counseling*
EDCO 557 Child Development and Learning*

Term 2

EDCO 593 Historical Development of School Counseling and Psychology
EDCO 550 Issues in School Counseling*

Term 3

EDCO 528 Community, Family, and School Collaboration*
EDCO 592 Educational Psychology: Theory Into Practice*

Term 4

EDCO 545 Intervention Through Prevention*
EDCO 535 Legal Mandates for School Counselors and Psychologists*

Term 5

EDCO 583 Intervention Through Consultation*
EDCO 591 Curriculum Foundations

Semester 1

EDPY 624 Disabilities in Children (Mild, Moderate, Severe)*
EDPY 681 Psychoeducational Assessment I*

Semester 2

EDPY 682 Psychoeducational Assessment II*
EDPY 637 Child Psychopathology*

Semester 3

EDPY 683 Psychoeducational Assessment III*
EDPY 633 Multicultural and Bilingual Assessment*

Semester 4

(Student may begin fieldwork)

EDPY 635 Role and Function

EDPY 636 Research and Evaluation

**Prerequisites for Fieldwork/Internship

Supervised Field Experience/ Fieldwork Internship		**12 units**
EDPY 685	School Psychology Fieldwork 1 (300 hours)	3
EDPY 686	School Psychology Fieldwork 2 (300 hours)	3
EDPY 687	School Psychology Fieldwork 3 (300 hours)	3
EDPY 688	School Psychology Fieldwork 4 (300 hours)	3
— or —		
EDPY 651	School Psychology Internship 1 (300 hours)	3
EDPY 652	School Psychology Internship 2 (300 hours)	3
EDPY 653	School Psychology Internship 3 (300 hours)	3
EDPY 654	School Psychology Internship 4 (300 hours)	3
Total		**66 units**

Additional Credit Course

EDPY 690	Advanced Individual Research**	1-3

**Prerequisites: EDPY 636 and instructor invitation. A limited number of students who complete EDPY 636 and whose research projects show promise as conference presentations or publications, may be invited by a professor to enroll in EDPY 690 to continue their research projects.

Additional Requirements

1. Students must pass a comprehensive exam to demonstrate their competence in school counseling/psychology.
2. Students prepare a growth assessment which includes a formal research assessment and a program evaluation. The growth assessment content summarizes a topic which the student chooses to study in depth. The evaluation is a reflection on professional growth during the program.

Advisory Notes

Students intending to pursue two Master of Arts in Education degrees should review the university requirements for additional master's degrees as stated in the Academic Policies and Procedures section of the catalog.

Specifically, students cannot pursue the Master of Arts in Education: Educational Counseling as a second master's degree after completing the requirements for the Master of Arts in Education: Educational Psychology. However, the Master of Arts in Education: Educational Psychology can be pursued as a second master's degree after completing the requirements for the Master of Arts in Education: Educational Counseling. Because these programs are unique, students must be admitted to each program separately.

- Students must seek practical experiences at multicultural school sites.
- At some sites, students may need to delay enrollment until there is a sufficient number of beginning students to provide the appropriate adult learning opportunities. Applicants can obtain detailed information about dates for beginning course work by requesting an advisement appointment at the Azusa campus or any of the regional centers.
- Students in an educational counseling or educational psychology program may request to waive a course (see "Waivers" in the Academic Policies and Procedures section of this catalog) provided that the student can document completion of an equivalent course at another institution in the five-year period prior to requesting the waiver. Department approval of the request is required. If the course accepted for waiver also meets all the university standards for transfer credit (see "Transfer Credit"), up to 20 percent of the total program units may be transferred to meet requirements. If the course accepted for waiver does not meet the university standards for transfer credit (i.e., not applicable to a master's degree at the university where it was taken, not taken from a regionally accredited institution, etc.), then the student must choose alternative elective courses to satisfy the unit requirements of the degree program.
- A student has a maximum of five years to complete all course work, including waivers and transfer of units, beginning the first date of enrollment for course work in the degree program.
- Students approaching program completion must obtain a credential application from the credential analyst office in the Department of Teacher Education. Students must complete all credential requirements to apply for the credential.
- Students approaching graduation must obtain an Intent to Graduate Form from the graduate registrar at least 90 days before intended graduation. The graduate registrar will determine whether the student has met all requirements.
- Remediation will be required for grades lower than a *B* in any course. The remediation does not change the course grade, but shows competency that allows the school counseling or school psychology candidate to proceed.

Department of Teacher Education

Faculty

Chair, Department of Teacher Education; and Professor: Nancy Brashear, Ph.D.

Program Director, Single-Subject Teaching Tracks A and B; and Associate Professor: Gail Reeder, Ph.D.

Program Director, Special Education; and Assistant Professor: Nilsa Thorsos, Ph.D.

Program Director, Multiple-Subject Internship Teaching Credential Program, Track B; and Associate Professor: Elizabeth Ann Test, Ph.D.

Program Director, Multiple-Subject Teacher Credential Program, Track A; and Professor: Gregory Kaiser, Ph.D.

C.L.A.D. Coordinator; and Associate Professor: Ivy Yee-Sakamoto, Ph.D.

Technology Integration Coordinator, and Assistant Professor: Wayne Bacer, Ed.D.

Intern Grant Coordinator, and Associate Professor: Judith Hetzel, Ed.D.

Associate Professors: Elizabeth Andersen, Ph.D.; Chinaka Domnwachukwu, Ph.D.

Assistant Professors: Torria Bond, Ph.D.; Deanna Brady, Ed.D.; Nancy Contrucci, Pamela Cotton-Roberts, Ed.D.; Ph.D.; Paul Flores, M.Div.; Pete Loza, Ph.D.; Cloetta Veney, M.A.; Steven Wentland, M.A.

Instructor: Ann Hagmaier, M.S.

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

Introduction

Azusa Pacific University offers programs approved by the California Commission on Teacher Credentialing (CCTC) which authorize service for elementary, secondary, and special education classrooms. Additionally, all of the programs offered in the Department of Teacher Education are accredited by the National Council for the Accreditation of Teacher Education (NCATE). As one of largest credential-granting private institutions in California, APU produces credentialed teachers who are professionally prepared to provide quality educational programs that effectively meet the needs of the children and youth in public and private schools, and who are heavily recruited by school districts throughout California and other states.

The primary goal of the Department of Teacher Education is to provide the training and experience needed to qualify for California's multiple-subject, single-subject, and special education teaching credentials. Azusa Pacific University's Teacher Education Program, established in 1963, is committed to preparing K-12 classroom teachers:

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

Classes are small, and the credential programs are conveniently offered at various locations throughout Southern California. Check with the Department of Teacher Education for locations in which specific credentials programs are offered. Program must maintain minimal attendance to operate.

APU offers 10 CCTC-approved subject matter programs for students completing their bachelor degrees. The Department of Teacher Education is the management unit responsible for overseeing the Bachelor of Arts in Liberal Studies with linkages to the Bachelor of Arts in Human Development (Center for Adult and Professional Studies). APU graduates have been successful in obtaining jobs in public, Christian, and other private schools. Studies indicate that employment opportunities in teaching will continue to increase for both elementary and secondary teachers, particularly in the areas of math, science, Spanish, and English, as well as bilingual and special education.

When the credential courses are combined with selected courses required for a Master of Arts in Education with an emphasis in teaching or special education, both the teaching credential and master's degree may be obtained. Individuals wishing to pursue a graduate degree must also consult a faculty advisor in the Department of Advanced Studies to determine/select the master's degree appropriate to their needs. Master's degree course work is usually taken following completion of credential programs.

All credential students must have access to technology. In addition, they must participate in an assessment system specified to them upon admission (e.g., TaskStream ePortfolio or TPAs).

All credential standards and requirements for multiple-subject, single-subject, and special education are subject to CCTC, NCATE, and federal policy changes, as well as graduate education policy, and supersede catalog descriptions of prior programs and requirements.

The department reserves the right to change the admission process and requirements.

Please refer to published general application requirements for credential programs.

2042 Multiple- and Single-Subject Credentials

The 2042 Multiple- and Single-Subject credentials at APU are offered for both multiple- and single-subject teacher candidates. Each program has two credential tracks which run as cohort groups beginning with Module 1 during Fall I or Spring I.

Track A is for teacher candidates without full-time teaching employment as well as for those who are teaching **without** fulfilling subject-matter competency. **Track B** is for teacher candidates who are employed teaching full-time in a public K-12, or WASC-approved K-12 private school, in a setting and assignment approved as appropriate for that credential by the credential program advisor. They also must have completed their subject-matter requirements.

Teacher candidates may submit a Graduate Program Change form to transition from **Track A** to **Track B** upon gaining full-time employment in an appropriate teaching position as approved by the **Track B** program director. ***This change of credential track must occur by the end of the second term in the program.***

See specific program to learn about eligibility for intern credentials.

Teacher candidates may be eligible to participate in **Track B** as paid "teachers of record" in private, WASC-approved schools that meet specific requirements (see program director). See program director if teaching at non-WASC-approved school for additional public teaching requirements which include additional student teaching in public schools.

Teacher candidates in the 2042 Multiple- and Single-Subject Credential programs will receive an "English Learner" authorization, which automatically allows them to work with second-language learners.

Special Education

APU also offers a variety of programs in special education. The Special Education Program offers two credential tracks for a Level I, Mild to Moderate Disabilities Special Education Credential. Level I, Track A is for special education teacher candidates without full-time teaching contracts. Level I, Track B is for special education contracted teacher candidates who are employed full-time in a public or WASC-approved private K-12 school, in a setting and assignment approved by the Special Education Program director. If desired, students may qualify to enter one of our credential/master's degree combined programs, which work with the same Level I, Track A and Level I, Track B credentials as described above. After completing a Level I Credential, students must proceed to a Professional Level II Disabilities Specialist Credential by meeting with their advisor and completing an induction plan. A sixth program offered by the Department of Special Education is a Master of Arts in Education: Special Education, which allows students to pursue a master's degree in special education alone, without completing a Special Education Credential. In general, students in this program have already completed a credential before applying for a master's degree.

General Application Requirements for all Credential Programs

These requirements apply to the single-subject, multiple-subject, and special education teaching credential programs. Master of Arts degrees have their own set of requirements as does the C.L.A.D. Certificate. Complete details regarding admission and specific program requirements, advising, and general information about APU's teacher education credential programs are discussed at mandatory teacher education information meetings. Each program has specific requirements listed within its description.

Prospective students must submit the required documents directly to the Graduate Center after attending a mandatory teacher education information meeting to receive initial group advising. Upon receipt and review of all these materials, prospective students must complete the admission process before the final decision can be made. University graduate and program admission requirements must be met before the application and admission process can be completed (see "Graduate Admission to the University").

Application Requirements

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

Program-specific application requirements are available online at www.apu.edu.

International students have a separate application procedure. Contact the office of International Student Services at (626) 815-3055 or www.apu.edu/international/iss/.

About the Credential Candidates

APU candidates prepare to work in schools as teachers, and they must know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. As a result, APU candidates are highly sought after because of the fulfillment of these professional standards.Therefore, the Department of Teacher Education assesses the candidates from admissions through recommendation of credentials in these credential standards including dispositions.

Candidates are expected to maintain a high level of professional, ethical behavior throughout the program. Failure to do so may result in expulsion from the program.

Credential Analysts

Credential analysts are liaisons between graduate education students, school districts, and the California Commission on Teacher Credentialing. They process requests for Emergency Permit renewals (CL469s), fingerprint clearance (Certificates of Clearance), and credential applications required to file for credentials with the Commission on Teacher Credentialing. For more information, please contact (626) 815-5346 or (626) 815-5162.

Track A – Traditional Students without Full-time Teaching Employment

Both the multiple- and single-subject credential programs contain a Track A specifically designed for the candidate who is not teaching full-time in a K-12 school. This track is also appropriate for adults making career changes, as well as for those who are teaching **without** fulfilling subject-matter competency.

Multiple-Subject Teaching Credential/ Master of Arts in Education: Teaching Track A

Program Director, Multiple-Subject Teaching Credential
Gregory Kaiser, Ph.D.
(626) 815-5370, gkaiser@apu.edu

Program Director, Master of Arts in Education: Teaching
Susan Warren, Ph.D.
(626) 815-5490, swarren@apu.edu

Azusa Pacific University's 2042 Multiple-Subject Teaching Credential Program prepares teachers for positions at the elementary and middle school levels (K-8). The program, approved by the CCTC and NCATE, is comprised of specific methods courses, which are accompanied by practical classroom application field experiences in both primary and upper-elementary school assignments. All course work and instruction is delivered from a distinctly Christian perspective, instilling in each student a strong foundation of ethics, compassion, and teaching competency. Individualized attention is emphasized throughout the program giving students the invaluable advantage of a personalized education. For undergraduate students in pre-professional education courses, service learning is a primary focus with students participating in local school districts.

Upon completion, the graduate will have earned both a Preliminary Multiple-Subject Teaching Credential and a Master of Arts in Education: Teaching.

Please check with the Department of Teacher Education for locations in which this credential program track is offered.

Step by Step to Becoming a Teacher

Multiple-Subject Teaching Credential

The cohort model begins with Module 1 in Fall I or Spring I.

1. Successful Completion of First Module of Teaching Course Work:

TEP 506	Educational Foundations and Classroom Management, K-8	3
TEP 516	Methods of Teaching Reading and Writing, K-8	3
TEP 566A	Field Experience I, K-8 (30 hours)	1

2. Successful Completion of Second Module of Teaching Course Work:

TEP 526	Methods of Teaching Mathematics, K-8	3
TEP 536	Methods of Teaching Science, K-8	3
TEP 566B	Field Experience II, K-8 (30 hours)	1

3. Admission to Track A Multiple-Subject Clinical Experience (Student Teaching)

The Application for Clinical Experience (Student Teaching) must be submitted to the Department of Teacher Education by **November 1**, for the spring semester, or by **April 1**, for the fall semester. All requirements for Student Teaching are due on these dates, with the exception of course work in process at APU. Since the student teaching clearance process contains many intricate steps and is time intensive, students who fail to turn in the application on time may not be allowed to student teach. The applicant will be evaluated as to his/her suitability for the profession in light of all evidence available. **The criteria include such qualities as:**

- Completion of all required program elements to date
- Academic aptitude
- Initiative
- Oral and written communication
- Subject-matter competency
- Continuing positive disposition characteristics including emotional stability, interpersonal relations, evidence of mental and physical health, evidence of meeting ongoing "character" standards, and other requirements listed on the application.

NOTE: Students must report any changes or issues in "character" standings, including unresolved issues with the law and/or the CCTC, to the credential analysts at APU. Failure to do so may result in expulsion from the program.

Students must attend a mandatory orientation meeting as directed by the department before their student teaching begins.

Progression to Module 3 course work submission of Clinical Experience Application and the supporting documentation listed below:

- Subject-matter competence according to state and program guidelines by:
  - Proof of **passage** of California Subject Examinations for Teacher (CSET): Multiple Subjects Examination (all required subtests)
- U.S. Constitution requirement (by test or by verified course work)
- Verification of passage of CBEST
- Receipt of results of Certificate of Clearance of a copy of current Pre-Intern Permit or Emergency Permit
- Completion of TEP 506, 516, 526, 536, 566A, and 566B with remediation for grades lower than *B*

  (That remediation does not change the course grade but shows competency that allows the teacher candidate to proceed. Students must re-take courses with grades of *D* or *F* with the permission of the TEP director. Note: Students admitted with Provisional Program Acceptance must complete the first 12 units with a *B*, 3.0, or better in each course to remain eligible for continued enrollment at the university.)
- Verification of negative results from a Mantoux TB skin test (may be verified through submission of current Pre-Intern Permit or Emergency Permit)

The student teaching assignment is completed in the third and fourth modules (18 weeks, full time; two different grade levels primary and upper elementary)

TEP 546	Methods of Integrating the Humanities, K-8	3
TEP 556	Methods of Teaching English Language Learners, K-8	3
TEP 576A	Student Teaching I, K-8	2
TEP 586	Student Teaching Seminar, K-8	3
TEP 576B	Student Teaching II, K-8**	2

4. Additional Credential Courses

EDUC 405	Diversity in the Classroom	3
	— or —	
EDUC 504	Teaching and Cultural Diversity	3
EDUC 572	Advanced Education Psychology*	3

*or developmental psychology course covering early childhood through adolescence, e.g., PSYCH 290
**576A is a prerequisite for 576B

5. TPEs, TPAs, and Other Credential Program Requirements

Candidates must demonstrate mastery of all Teaching Performance Expectations (TPEs), Teacher Performance Assessments (TPAs), TaskStream ePortfolio, and all other credential program requirements as designated by the program director.

6. RICA

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

7. CPR for 2042 Preliminary Credentials

CPR for infants, children, and adults (Can be verified with a copy of both sides of a CPR card.)

8. Applying for the credential

Preliminary Credential
Candidates may apply for the Preliminary Credential upon successful completion of all above criteria. The Preliminary Credential, valid for five years and nonrenewable, requires CPR certification. Contact the Credential Analysts' Department for application materials.

Professional Clear Credential
Candidates must apply directly through their school districts after participating in an Induction Program according to 2042 CCTC standards. Please contact the Department of Teacher Education concerning the application process if teaching in a private school.

9. Required Courses for Master of Arts in Education: Teaching

Core Courses		**9 units**
EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	Philosophy/Ethics and History of Education	3
Advanced Course (select one)		**3 units**
EDUC 505	Advanced Literacy Development	3
EDUC 507	Family, Community, and School Connections	3
EDUC 508	Assessment and Evaluation in Multicultural Classrooms	3
EDUC 509	Special Topics in Education	3
EDUC 554	Instructional Principles and Practices	3
EDUC 574	Current Issues in Education	3
Capstone Courses (taken after credential is completed)		**3 units**
EDUC 589A	Research for Educators: Beginning Process	2
EDUC 589B	Research for Educators: Finish Reporting	1
Total		**45-48 units**

NOTE: Completion of credential, as well as all examinations, course work, and other requirements must be met before student may participate in graduation ceremony for the Master of Arts in Education: Teaching and have degree granted.

Single-Subject Teaching Credential/Master of Arts in Education: Teaching Track A

Program Director, Single-Subject Teaching Credential
Gail Reeder, Ph.D.
(626) 815-5344, greeder@apu.edu

Program Director, Master of Arts in Education: Teaching
Susan Warren, Ph.D.
(626) 815-5490, swarren@apu.edu

Azusa Pacific University's 2042 Single-Subject Teaching Credential Program prepares teachers for positions at the middle and high school levels (7-12), and K-12 specialists in art, music, and physical education. The program, approved by the CCTC and NCATE, is comprised of specific pre-professional and professional course requirements, accompanied by practical classroom application field experiences in middle schools and high schools. All course work and instruction is delivered from a distinctly Christian perspective, instilling in each student a strong foundation of ethics, compassion, and teaching competency. Individualized attention is emphasized throughout the program giving students the invaluable advantage of a personalized education. For undergraduate students in pre-professional education courses, service learning is a primary focus with student participating in local school districts.

All single-subject teachers receive certification to teach in a specific content area through their subject-matter competence, which is achieved either through completion of a CCTC-approved subject-matter program or passage of CSET appropriate for field of teaching. In addition, to further prepare themselves as highly marketable educators, single-subject students are encouraged to obtain a supplementary authorization along with their credential.
This optional addition to the credential program authorizes educators, through additional course work in another specific content area, to teach additional subjects if called upon to do so. For requirements and criteria regarding supplemental authorizations, please contact one of the credential analysts.

Upon completion, the graduate will have earned both a Preliminary Single-Subject Teaching Credential and a Master of Arts in Education: Teaching.

Please check with the Department of Teacher Education for location in which this credential program track is offered.

Step by Step to Becoming a Teacher

Single-Subject Teaching Credential

The cohort model begins with Module 1 in Fall I or Spring I.

1. Successful Completion of First Module of Teaching Course Work:

TEP 508	Educational Foundations and Classroom Management, 7-12	3
TEP 518	Methods of Teaching Reading and Writing, 7-12	3
TEP 568A	Field Experience I, 7-12 (30 hours)	1

2. Successful Completion of Second Module of Teaching Course Work:

TEP 528	Teaching Strategies, 7-12	3
TEP 558	Methods of Teaching English Language Learners, 7-12	3
TEP 568B	Field Experience II, 7-12 (30 hours)	1

3. Admission to Track A Single-Subject Student Teaching Clinical Experience

The Application for Student Teaching Clinical Experience must be submitted to the Department of Teacher Education by **November 1**, for the spring semester, or by **April 1**, for the fall semester. All requirements for Student Teaching are due on these dates, with the exception of course work in process at APU. Since the student teaching clearance process contains many intricate steps and is time intensive, students who fail to turn in the application on time may not be allowed to student teach. The applicant will be evaluated as to his/her suitability for the profession in light of all evidence available. **The criteria include such qualities as:**

- Completion of all required program elements to date
- Demonstrated disposition for teaching
- Academic aptitude
- Initiative
- Oral and written communication
- Subject-matter competency

- Continuing positive disposition characteristics including emotional stability, interpersonal relations, evidence of mental and physical health, evidence of meeting ongoing "character" standards, and other requirements listed on the application.

NOTE: Students must report any changes or issues in "character" standings, including unresolved issues with the law and/or the CCTC, to the credential analysts at APU. Failure to do so may result in expulsion from the program.

Students must attend a mandatory orientation meeting as directed by the department before their student teaching begins.

Progression to Module 3 course work upon submission of Clinical Experience Application and the supporting documentation listed below:

- Subject-matter competence according to state and program guidelines by:
  - **Official verification** of completion of a CCTC-approved subject-matter program signed by the credential analyst at the institution of higher education in which courses where successfully completed.

  — or —

  - **Proof of passage** of approved subject-matter exam(s), e.g., California Subject Examinations for Teacher (CSET): Single-Subject Assessment Examination (all required subtests)
- U.S. Constitution requirement (by test or by verified course work)
- Verification of passage of CBEST
- Receipt of results of Certificate of Clearance or a copy of current Pre-Intern Permit or Emergency Permit
- Completion of TEP 508, 518, 528, 548, 568A, and 568B with remediation for grades lower than *B* (That remediation does not change the course grade but shows competency that allows the teacher candidate to proceed. Students must re-take courses with grades of *D* or *F* with the permission of the TEP director. Note: Students admitted with Provisional Program Acceptance must complete the first 12 units with a *B*, 3.0, or better in each course to remain eligible for continued enrollment at the university.)
- Verification of negative results from a Mantoux TB skin test (may be verified through submission of current Pre-Intern Permit or Emergency Permit)

The student teaching assignment is completed in the Third and Fourth Modules (18 weeks, full time: two different grade levels and/or subject-matter areas of a single-subject content area)

TEP 548	Curriculum and Assessment, 7-12	3
TEP 578A	Student Teaching I, 7-12	2
TEP 588	Student Teaching Seminar, 7-12	3
TEP 578B	Student Teaching II, 7-12**	2

4. Additional Credential Courses

EDUC 504 Teaching and Cultural Diversity	3
EDCO 592 Educational Psychology: Theory into Practice*	3

*Or a developmental psychology course covering early childhood through adolescents, e.g., PSYC 290 or EDUC 572
**578A is a prerequisite for 578B.

5. TPEs, TPAs, and Other Credential Program Requirements

Candidates must demonstrate mastery of all Teaching Performance Expectations (TPEs), Teacher Performance Assessments (TPAs), TaskStream ePortfolio, and all other credential program requirements as designated by the program director.

6. CPR for 2042 Preliminary Credentials

CPR for infants, children, and adults (Can be verified with a copy of both sides of a CPR card.)

7. Applying for the Credential

Preliminary Credential

Candidates may apply for the preliminary credential upon successful completion of all above criteria. The Preliminary Credential, valid for five years and nonrenewable, requires CPR certification. Contact Credential Analysts' Department for application materials.

Professional Clear Credential

Candidates must apply directly through their school districts after participating in an Induction Program according to 2042 CCTC standards. Please contact the Department of Teacher Education concerning the application process if teaching in a private school.

8. Remaining Requirements for Master of Arts in Education: Teaching Emphasis

Core Courses		**9 units**
EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	Philosophy/Ethics and History of Education	3
Advanced Course (select one)		**3 units**
EDUC 505	Advanced Literacy Development	3
EDUC 507	Family, Community, and School Connections	3
EDUC 508	Assessment and Evaluation in Multicultural Classrooms	3
EDUC 509	Special Topics in Education	3
EDUC 554	Instructional Principles and Practices	3
EDUC 574	Current Issues in Education	3
Capstone Courses (taken after credential is completed)		**3 units**
EDUC 589A	Research for Educators: Beginning Process	2
EDUC 589B	Research for Educators: Finish Reporting	1
Total		**42-45 units**

NOTE: Completion of credential, as well as all examinations, course work, and other requirements must be met before student may participate in a graduation ceremony and have degree required.

Track B – Teacher Candidates with Full-time Teaching Employment

Both the Multiple- and Single-Subject Credential Programs contain a Track B specifically designed for the candidate who is teaching full-time in an appropriate setting in a public K-12 or private WASC-approved K-12 school. This assignment must be verified and approved by the Track B program director at the beginning of the term.

If the full-time teaching assignment does not meet the requirements for student teaching, or the assignment does not meet program standards (e.g. non-WASC accredited private school), teacher candidates must contact the Track B program director who may direct them to petition the Teacher Education Exceptions Committee for a solution that modifies or extends their assignment to meet program standards.

Multiple-Subject Internship Teaching Credential/Master of Arts in Education: Teaching Track B

Program Director, Multiple-Subject Internship Teaching Credential:
E. Ann Test, Ed.D.
(626) 815-5359, atest@apu.edu

Program Director, Master of Arts in Education: Teaching:
Susan Warren, Ph.D.
(626) 815-5490, swarren@apu.edu

Azusa Pacific University's 2042 Multiple-Subject Teaching Credential Program prepares teachers for positions at the elementary and middle school levels (K-8). The program, approved by the CCTC and NCATE, is comprised of specific methods courses which are accompanied by practical classroom application in both primary and upper-elementary school assignments. All course work and instruction is delivered from a distinctly Christian perspective, instilling in each student a strong foundation of ethics, compassion, and teaching competency. Individualized attention is emphasized throughout the program giving students the invaluable advantage of a personalized education.

The program is tailored to the working professional, offering classes at the Azusa campus and regional centers throughout Southern California. Upon completion, the graduate will have earned both a Preliminary Multiple-Subject Teaching Credential and a Master of Arts in Education: Teaching. All candidates must attend a mandatory information meeting prior to enrolling. The master's degree is earned after the student has completed all requirements for the Preliminary Credential and program course work.

Students holding an accredited bachelor's degree and full-time teaching employment may be eligible for APU's innovative 2042 Multiple-Subject Internship Teaching Credential/Master of Arts in Education: Teaching Program. Designed for intern teachers and/or candidates already teaching in the field, the program combines the curricula of the credential and master's programs to deliver a unique educational package. More than 60 California districts cooperate in the program, meeting the needs of public school teachers on intern credentials, as well as those teaching in private schools.

Note: Students with an incomplete bachelor's degree and a minimum of 60 transferable units may qualify for APU's Human Development bachelor's degree completion program, an accelerated CCTC-approved ESM program which prepares students for taking the CSET prior to admission to the Multiple-Subject Internship Teaching Credential/Masters of Arts in Education: Teaching Program. Please contact the Center for Adult and Professional Studies (C.A.P.S.) for more information at (626) 815-5301.

Please check with the Department of Teacher Education for locations in which this credential program track is offered.

Step by Step to Becoming a Teacher

Multiple-Subject Internship Teaching Credential/Master of Arts in Education: Teaching

Application for Intern Teaching must include:

- Full-time public school contract
- Letter on school letterhead fully describing the assignment for consideration (must obtain prior approval for the director of the Intern Program)
- Proof of subject-matter competency

The cohort model begins with Module 1 in Fall I or Spring I.

1. Successful Completion of First Module of Teaching Course Work:

TEP 505	Educational Foundations and Classroom Management, K-8	3
TEP 515	Clinical Experiences in Teaching Reading and Writing, K-8	3
TEP 565A	Pre-Intern Teaching I, K-8*	1

2. Successful Completion of Second Module of Teaching Course Work:

TEP 525	Clinical Experiences in Teaching Mathematics, K-8	3
TEP 535	Clinical Experiences in Teaching Science, K-8	3
TEP 565B	Pre-Intern Teaching II, K-8*	1

3. Application to enroll in Clinical Experience, Modules 3 and 4 (Intern or contract teaching)

To proceed to the contract teaching or intern teaching portion of the program, teacher candidates are required to follow in the following sequence of events to receive "clearance."

The Application for Student Intern/Contract Teaching must be submitted to the Department of Teacher Education by **November 1**, for the spring semester, or by **April 1**, for the fall semester. All requirements for Student/Intern/Contract Teaching are due on these dates, with the exception of course work in process at APU. Since the clearance process contains many intricate steps and is time intensive, students who fail to turn in the application on time may not be allowed to enroll in Modules 3 and 4. The applicant will be evaluated as to his/her suitability for the profession in light of all evidence available. The criteria include:

- Completion of all required program elements to date
- Academic aptitude
- Initiative
- Oral and written communication
- Subject-matter competency
- Positive continuing disposition characteristics including emotional stability, interpersonal relations, evidence of mental and physical health, evidence of meeting ongoing "character" standards, and other requirements listed on the application.

NOTE: Students must report any changes or issues in "character" standings, including unresolved issues with the law and/or the CCTC, to the credential analysts at APU. Failure to do so may result in expulsion from the program.

Students must attend a mandatory orientation meeting as directed by the department, before their student teaching begins.

Enrollment in Intern/Contract Teaching is dependent upon submission of intern teaching application and the supporting documentation listed below:

- A full-time teaching contract with a letter describing an appropriate teaching assignment for that credential (see department for format approved by TEP director.)
- Subject-matter competence for Multiple-Subject Intern Credential according to state and program guidelines by **Proof of passage** of California Subject Examinations for Teachers (CSET): Multiple-Subjects Examination (all required subtests)
- U.S. Constitution requirement (by test or by verified course work)
- Verification of passage of CBEST
- Receipt of results of Certificate of Clearance of a copy of current Pre-Intern Permit, Emergency Permit, or Intern Credential
- Completion of TEP 505, 515, 525, 535, 565A, and 565B with remediation for grades lower than *B* (That remediation does not change the course grade but shows competency that allows the teacher candidate to proceed. Note: Students admitted with Provisional Program Acceptance must complete the first 12 units with a *B*, 3.0, or better in each course to remain eligible for continued enrollment at the university.)
- Verification of negative results from a Mantoux TB skin test (may be verified through submission of current Pre-Intern Permit, Emergency Permit, or Intern Credential)

4. Successful completion of Intern Teaching and corequisites in Modules 3 and 4:

TEP 545	Clinical Experiences with Integrating the Humanities, K-8	3
TEP 555	Clinical Experiences in Teaching English Language Learners, K-8	3
TEP 575A	Intern Teaching I, K-8*	1
TEP 575B	Intern Teaching II, K-8*/**	1

*These courses do not count toward the Master of Arts in Education degree.
**575A is a prerequisite for 575B.

5. Additional Credential Courses

EDUC 405	Diversity in the Classroom	3
	— or —	
EDUC 504	Teaching and Cultural Diversity	3
EDUC 572	Advanced Education Psychology	3

6. TPEs, TPAs, TaskStream ePortfolios, and Other Credential Program Requirements

Candidates must demonstrate mastery of all Teaching Performance Expectations (TPEs) and Teacher Performance Assessments (TPAs) and all other credential program requirements as designated by the program director.

7. Applying for the Credential

Application for Intern Credential must include:

- Full-time public school contract
- Letter on school letterhead fully describing the assignment for consideration (must obtain prior approval from the director of the Intern Program)
- CPR for infants, children, and adults (Can be verified with a copy of both sides of a CPR card.)

Preliminary Credential

Candidates may apply for the Preliminary Credential upon successful completion of all above criteria. The Preliminary Credential, valid for five years and nonrenewable, requires CPR certification. Contact the Credential Analysts' Department for application materials.

RICA

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

Professional Clear Credential

Candidates must apply directly through their school districts after participating in an Induction Program according to 2042 CCTC standards. Please contact the Department of Teacher Education concerning the application process if teaching in a private school.

8. Required Courses for Master of Arts in Education: Teaching

Core Courses		**9 units**
EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	Philosophy/Ethics and History of Education	3
Advanced Course (select one)		**3 units**
EDUC 505	Advanced Literacy Development	3
EDUC 507	Family, Community, and School Connections	3
EDUC 508	Assessment and Evaluation in Multicultural Classrooms	3
EDUC 509	Special Topics in Education	3
EDUC 554	Instructional Principles and Practices	3
EDUC 574	Current Issues in Education	3
Capstone Courses (taken after credential is completed)		**3 units**
EDUC 589A	Research for Educators: Beginning Process	2
EDUC 589B	Research for Educators: Finish Reporting	1
Total		**40-43 units**

NOTE: Completion of credential, as well as all examinations, course work, and other requirements must be met before student may participate in graduation ceremony for the Master of Arts in Education: Teaching and have degree granted.

Single-Subject Internship Teaching Credential/Master of Arts in Education: Teaching Track B

Program Director, Single-Subject Internship Teaching Credential
Gail Reeder, Ph.D.
(626) 815-5344, greeder@apu.edu

Program Director, Master of Arts in Education: Teaching
Susan Warren, Ph.D.
(626) 815-5490, swarren@apu.edu

Azusa Pacific University's 2042 Single-Subject Teaching Credential Program prepares teachers for positions at the middle and high school levels (7-12), as well as single-subjects specialists in art, music and Physical Education (K-12). The program, approved by the CCTC, is comprised of specific methods courses accompanied by practical classroom application in middle schools and high schools. All course work and instruction is delivered from a distinctly Christian perspective, instilling in each student a strong foundation of ethics, compassion, and teaching competency. Individualized attention is emphasized throughout the program giving students the invaluable advantage of a personalized education.

The program is tailored to the working professional, offering classes at the Azusa campus and selected regional centers throughout Southern California. Upon completion, the graduate will have earned both a Preliminary Single-Subject Teaching Credential and a Master of Arts in Education: Teaching. The master's degree is earned after the student has completed all requirements for the Preliminary Credential and program course work.

Designed for intern teachers and/or candidates already teaching in the field, the program combines the curricula of the credential and master's programs to deliver a unique educational package. More than 60 California districts cooperate in the program, meeting the needs of public school teachers on intern credentials, as well as those teaching in private schools.

All single-subject teachers receive certification to teach in a specific content area through their subject-matter competence, which is achieved either through completion of a CCTC-approved subject-matter program or passage of CSET/SSAT tests. In addition, to further prepare themselves as highly marketable educators, single subject students are encouraged to obtain a supplementary authorization along with their credential. This optional addition to the credential program authorizes educators, through additional course work in another specific content area, to teach additional subjects if called upon to do so. For requirements and criteria regarding supplemental authorizations, please contact one of the credential analysts.

Upon completion, the graduate will have earned both a Preliminary Single-Subject Teaching Credential and a Master of Arts in Education: Teaching.

Please check with the Department of Teacher Education for locations in which this credential program track is offered.

Step by Step to Becoming a Teacher

Single-Subject Internship Teaching Credential/Master of Arts in Education: Teaching

Application for Intern Teaching must include:

- Full-time public school contract
- Letter on school letterhead fully describing the assignment for consideration (must obtain prior approval for the director of the Intern Program)
- Proof of subject-matter competency

The cohort model begins with Module 1 in Fall I or Spring I.

1. Successful Completion of First Module of Teaching Course Work:

TEP 507	Educational Foundations and Classroom Management, 7-12	3

TEP 517	Clinical Experiences in Teaching Reading and Writing, 7-12	3
TEP 567A	Pre-Intern Teaching I, 7-12*	1

2. Successful Completion of Second Module of Teaching Course Work:

TEP 527	Clinical Experiences in Teaching Strategies, 7-12	3
TEP 557	Clinical Experiences in Teaching English Language Learners, 7-12	3
TEP 567B	Pre-Intern Teaching II, 7-12*	1

3. Application to enroll in Clinical Experience, Modules 3 and 4 (Intern or contract teaching)

To proceed to the contract teaching or intern teaching portion of the program, teacher candidates are required to follow in the following sequence of events to receive "clearance."

The Application for Student Intern/Contract Teaching must be submitted to the Department of Teacher Education by **November 1**, for the spring semester, or by **April 1**, for the fall semester. All requirements for Student/Intern/Contract Teaching are due on these dates, with the exception of course work in process at APU. Since the clearance process contains many intricate steps and is time intensive, students who fail to turn in the application on time may not be allowed to enroll in Modules 3 and 4. The applicant will be evaluated as to his/her suitability for the profession in light of all evidence available. The criteria include:

- Completion of all required program elements to date
- Academic aptitude
- Initiative
- Oral and written communication
- Subject-matter competency
- Positive continuing disposition characteristics including emotional stability, interpersonal relations, evidence of mental and physical health, evidence of meeting ongoing "character" standards, and other requirements listed on the application.

NOTE: Students must report any changes or issues in "character" standings, including unresolved issues with the law and/or the CCTC, to the credential analysts at APU. Failure to do so may result in expulsion from the program.

Students must attend a mandatory orientation meeting as directed by the department, before their student teaching begins.

Enrollment in Intern/Contract Teaching is dependent upon submission of intern teaching application and the supporting documentation listed below:

- A full-time teaching contract with a letter describing an appropriate teaching assignment for that credential (See department for format approved by TEP director.)
- Subject-matter competence according to state and program guidelines by:

– **Official verification** of completion of a CCTC-approved subject-matter program signed by the credential analyst at the institution of higher education in which courses where successfully completed.

— or —

– **Proof of passage** of approved subject-matter exam(s), e.g., California Subject Examinations for Teachers (CSET): Single-Subject Assessment Examination (all required subtests) or Praxis/SSAT tests

- U.S. Constitution requirement (by test or by verified course work)
- Verification of passage of CBEST
- Receipt of results of Certificate of Clearance of a copy of current Pre-Intern Permit, Emergency Permit, or Intern Credential
- Completion of TEP 507, 517, 527, 557, 567A, and 567B with remediation for grades lower than *B* (That remediation does not change the course grade but shows competency that allows the teacher candidate to proceed. Note: Students admitted with Provisional Program Acceptance must complete the first 12 units with a *B*, 3.0, or better in each course to remain eligible for continued enrollment at the university.)
- Verification of negative results from a Mantoux TB skin test (may be verified through submission of current Pre-Intern Permit, Emergency Permit, or Intern Credential)

5. Successful completion of Intern Teaching and co-requisites in Modules 3 and 4:

TEP 547	Clinical Experiences in Curriculum and Assessment, 7-12	3
TEP 577A	Intern Teaching I, 7-12*	1
TEP 577B	Intern Teaching II, 7-12*/**	1

*These courses do not count toward the Master of Arts in Education degree.
**577A is a prerequisite for 577B.

6. Additional Courses for the Credential

EDUC 405	Diversity in the Classroom	3
	— or —	
EDUC 504	Teaching and Cultural Diversity	3
EDUC 572	Advanced Education Psychology	3

7. TPEs, TPAs, TaskStream ePortfolio, and Other Credential Program Requirements

Candidates must demonstrate mastery of all Teaching Performance Expectations (TPEs) and Teacher Performance Assessments (TPAs) and all other credential requirements as designated by the program director.

8. Applying for the Credential

Application for Intern Credential must include:

- Full-time public school contract
- Letter on school letterhead fully describing the assignment for consideration (must obtain prior approval from the director of the Intern Program)
- CPR for infants, children, and adults (Can be verified with a copy of both sides of a CPR card.)

Preliminary Credential

Candidates may apply for the Preliminary Credential upon successful completion of all above criteria. The Preliminary Credential, valid for five years and nonrenewable, requires CPR certification. Contact the Credential Analysts' Department for application materials.

Professional Clear Credential

Candidates must apply directly through their school districts after participating in an Induction Program according to 2042 CCTC standards. Please contact the Department of Teacher Education concerning the application process if teaching in a private school.

9. Remaining Requirements for Master of Arts in Education: Teaching Emphasis

Core Courses		**9 units**
EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	Philosophy/Ethics and History of Education	3
Advanced Course (select one)		**3 units**
EDUC 505	Advanced Literacy Development	3
EDUC 507	Family, Community, and School Connections	3
EDUC 508	Assessment and Evaluation in Multicultural Classrooms	3
EDUC 509	Special Topics in Education	3
EDUC 554	Instructional Principles and Practices	3
EDUC 574	Current Issues in Education	3
Capstone Courses (taken after credential is completed)		**3 units**
EDUC 589A	Research for Educators: Beginning Process	2
EDUC 589B	Research for Educators: Finish Reporting	1
Total		**37-40 units**

NOTE: Completion of credential, as well as all examinations, course work, and other requirements must be met before student may participate in a graduation ceremony and have degree posted.

Special Education Programs

Mild/Moderate Disabilities (K-12) Specialist or Internship Credential, Level I, Track A and Track B

Program Director:
Nilsa Thorsos, Ph.D.
(626) 815-5430
nthorsos@apu.edu

The current shortage of special education teachers creates a growing demand for educators with this credential. APU now offers a fifth-year credential in special education for the teaching of mild/moderate disabled students (K-12).

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 candidates from admissions through recommendation of credentials in these credential standards. As a result, our candidates are highly sought after because of fulfillment of these professional standards.

The program is offered in two distinct tracks to accommodate educators from various points of entry. The Level I Credential offers Track A for those without a full-time teaching contract; Track B is for the currently contracted teacher. Students must see an advisor for proper placement in tracks with this credential program. Course content is application oriented, enabling students to take what they learn in the evening and use it in their classroom the next day.

Track A is designed for the noncontracted student who is meeting the requirements of the program as a continuation of the bachelor's degree.

Track B is designed for the contracted teacher intern who is seeking a Special Education Credential or adding the special education component to a current credential.

To proceed to the student teaching or intern teaching portion of the program, teacher candidates are required to participate in the following sequence of events to receive "clearance." This includes attending a mandatory student teaching/intern teaching orientation meeting, and turning in the student teaching application by deadlines specified. Each teacher candidate is then evaluated for such items as completion of subject–matter competency, all professional and professional education courses, predisposition for teaching, evidence of mental and physical health, successful completion of subject matter (CSET), evidence of meeting ongoing "character" standards, and other requirements. Students must report any changes in "character" standings, including unresolved issues with the law, to the Department of Teacher Education. Failure to do so may result in expulsion from the program.

Persons who are completing Level I, Track B must complete a minimum of 15 units in residence at APU which must include Clinical Experience SPED 575.

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

Step by Step to Becoming a Teacher: Track A

1. First Module: Successful completion of course work

SPED 516	Clinical Experience in Teaching Reading and Writing*	3
SPED 530	Introduction to Individual Differences	3
SPED 566A	Supervised Field Experience: Exceptional/Non-Exceptional	1

*Must take SPED 516 before taking RICA, which must be passed before qualifying for credential.

2. Second Module: Successful completion of course work

SPED 535	Counseling, Collaboration, and Consultation	3
SPED 540	Mild to Moderate Disabilities in General Education	3
SPED 566B	Supervised Field Experience Exceptional/Non-Exceptional	1

Note: To proceed with Clinical Experience (576A and B) students must successfully complete the CSET, EDUC 504 and 572, be cleared for SPED Student Teaching.

3. Third Module: Successful completion of course work

TEP 506	Educational Foundations and Classroom Management	3
SPED 531	Test, Measurements and Instruction Planning	3
SPED 576A	Clinical Experience	1

Admission to Clinical Experience Student Teaching

The Student Teaching Application for the Special Education Program must be submitted to the Department of Teacher Education by **November 1**, for spring semester, or by **April 1**, for the fall semester. All requirements for Clinical Experience Student Teaching are due on these dates, with the exception of course work in process at APU.

4. Fourth Module: Successful completion of course work

SPED 536	Diagnosis of Mild to Moderate Disabilities	3
SPED 537	Theories and Intervention in Behavior Disorders	3
SPED 576B	Clinical Experience	1

Competency Signature Booklet Completed

Program Requirement: Each student is responsible for maintaining the Competency Booklet and for ensuring that each instructor is given the opportunity to sign the appropriate sections at the end of each course, field experience, etc. This booklet must be filed with the university's Department of Teacher Education at the time the student completes his/her credential program. It is the responsibility of the student to keep this document for the duration of his/her time in the program.

5. Additional Credential Courses*

EDUC 504	Teaching and Cultural Diversity	3
EDUC 572	Advanced Educational Psychology	3
Total		**34 units**

Satisfies program requirements towards master's. These courses are available during summer. (e.g., Summer I: EDUC 504 and SPED 572.)

*Must take SPED 516 before taking RICA, which must be passed before qualifying for credential.

Admission to Clinical Experience Student Teaching is dependent on submission of Student Teaching Application and the supporting documentation listed below. (Since the student teaching clearance process involves many intricate steps and is time intensive, students who fail to turn in the application on time will not be allowed to student teach. Members of the education faculty then evaluate the candidate's suitability for the profession in light of all evidence available. Criteria include qualities as aptitude, physical/health difficulties, emotional stability, interpersonal relations, initiative, and oral and written communication.)

1. Subject-matter competence being met prior to student teaching according to state and program guidelines by:

   Official verification of completion of an approved subject-matter program signed by the credential analyst at the institution of higher education in which courses were successfully completed

   — or —

   Proof of passage of CSET (California Subject Examinations for Teachers) for multiple-subject programs.

2. Satisfactory completion of all required course work and fieldwork:

   Level I, Track A: EDUC 571, EDUC 572, SPED 516, SPED 530, SPED 531, SPED 535, SPED 536, SPED 537, SPED 540, SPED 566A/B, SPED 576A/B, TEP 505

3. Remediation that may be required for grades lower than *B* in any professional courses leading to student teaching (This remediation does not change the course grade, but shows competency that allows the teacher candidate to proceed.) Note: Students must retake courses with grades of *D* or *F* with the permission of the TEP director.

4. Successful completion and verification of passage of CBEST, receipt of results of Certificate of Clearance, or copy of current Emergency Permit, completion of U.S. Constitution requirement, and verification of negative results from a Mantoux TB skin test

Step by Step to Becoming a Teacher: Track B

1. First Module: Successful completion of course work

SPED 515	Clinical Experience in Teaching Reading and Writing*	3
SPED 530	Introduction to Individual Differences	3
SPED 565A	Supervised Field Experience: Exceptional/Non-Exceptional	1

*Must take SPED 515 before taking RICA, which must be passed before qualifying for credential.

2. Second Module: Successful completion of course work

SPED 535	Counseling, Collaboration, and Consultation	3
SPED 540	Mild to Moderate Disabilities in General Education	3
SPED 565B	Supervised Field Experience: Exceptional/Non-Exceptional	1

Note: To proceed with Clinical Experience (576A and B) students must successfully complete the CSET, EDUC 504 and 572, be cleared for SPED Student Teaching.

3. Third Module: Successful completion of course work

TEP 505	Educational Foundations and Classroom Management	3
SPED 531	Test, Measurements, and Instruction Planning	3
SPED 575A	Intern Student Teaching I	1

Admission to Clinical Experience Student Teaching

The Student Teaching Application for the Special Education Program must be submitted to the Department of Teacher Education by **November 1**, for spring semester, or by **April 1**, for the fall semester. All requirements for Clinical Experience Teaching are due on these dates, with the exception of course work in process at APU.

A student hired to teach on a full-time special education paid contract assignment must provide a photocopy of the teaching contract and official verification of the teaching assignment on school letterhead to the program director for approval as an appropriate teaching assignment and teaching location. It is strongly suggested that this approval be obtained before the contract is signed if the assignment is to be used for the purposes of student teaching. The assignment must be concurrent with the 18-week intern teaching semester (SPED 575A and SPED 575B), which occurs in the fall or spring. All contracted student teaching assignments must be approved as appropriate by the program director prior to student teaching. In addition, a student hired to teach on a contract in a private school must provide proof that the school is WASC accredited, has at least 25 percent ethnic diversity represented, has class sizes that are comparable to the public schools (15-30 students per class), and uses the California State Frameworks as the guideline in the classroom. This assignment must be approved by the program director prior to student teaching. If the teaching assignment does not meet these requirements, the teacher candidate must postpone student teaching to a later semester with a new Student Teacher Application being submitted by the next indicated deadline.

4. Fourth Module: Successful completion of course work

SPED 536	Diagnosis of Mild to Moderate Disabilities	3
SPED 537	Theories and Intervention in Behavior Disorders	3
SPED 575B	Intern Student Teaching I	1

Competency Signature Booklet

Program Requirement: Each student is responsible for maintaining the Competency Booklet and for ensuring that each instructor is given the opportunity to sign the appropriate sections at the end of each course, field experience, etc. This booklet must be filed with the university's Department of Teacher Education at the time the student completes his/her credential program. It is the responsibility of the student to keep this document for the duration of his/her time in the program.

5. Additional Credential Courses*

EDUC 504	Teaching and Cultural Diversity	3
EDUC 572	Advanced Educational Psychology	3
Total		**34 units**

Competency Signature Booklet

This course satisfies program requirements towards master's. These courses are available during summer. (e.g., Summer I: EDUC 504 and SPED 572.)

*Must take SPED 516 before taking RICA, which must be passed before qualifying for credential.

Admission to Clinical Experience Student Teaching is dependent on submission of Student Teaching Application and the supporting documentation listed below. (Since the student teaching clearance process involves many intricate steps and is time intensive, students who fail to turn in the application on time will not be allowed to student teach. Members of the education faculty then evaluate the candidate's suitability for the profession in light of all evidence available. Criteria include qualities as aptitude, physical/health difficulties, emotional stability, interpersonal relations, initiative, and oral and written communication.)

1. Subject-matter competence being met prior to student teaching according to state and program guidelines by:

   Official verification of completion of an approved subject-matter program signed by the credential analyst at the institution of higher education in which courses were successfully completed

   — or —

   Proof of passage of CSET (California Subject Examinations for Teachers) for multiple-subject programs.

2. Satisfactory completion of all required course work and fieldwork:

   Level I, Track B: EDUC 504, EDUC 572, SPED 515, SPED 530, SPED 531, SPED 535, SPED 536, SPED 537, SPED 540, SPED 565A/B, SPED 575A/B, TEP 505

3. Remediation that may be required for grades lower than *B* in any professional courses leading to student teaching (This remediation does not change the course grade, but shows competency that allows the teacher candidate to proceed.) Note: Students must retake courses with grades of *D* or *F* with the permission of the TEP director.
4. Successful completion and verification of passage of CBEST, receipt of results of Certificate of Clearance, or copy of current Emergency Permit, completion of U.S. Constitution requirement, and verification of negative results from a Mantoux TB skin test.

Mild to Moderate Disabilities Specialist Credential, Level II

Those who successfully complete the program and earn the Level I credential must be admitted and develop a Level II Individualized Induction Plan (IIP) within 120 days after starting employment. The candidates develop an IIP under the supervision of their districts in collaboration with APU.

STEPS:

1. The candidate contacts Graduate Admissions at (626) 815-4570 for admission to the Level II program
2. Information will be sent instructing the candidate to contact the Level II coordinator to develop the IIP.

Criteria for Admission (MM)

Please note: Students may not begin any Level II course work until the above steps have been completed. In order to be admitted into the Mild to Moderate (M/M) Disabilities Specialist Credential Level II, a candidate must have:

1. Employment in a special education M/M position that is likely to have sufficient duration for the Level II IIP to be completed.
2. A Preliminary Level I Education Specialist Credential

Criteria for Level II Program

In order to clear the Mild to Moderate Disabilities Specialist Credential Level II, students must complete the following requirements:

Development and Administration of the Induction Plan

As soon as possible, but no later than 120 calendar days of service of the Preliminary Level I Educational Specialist Credential, IIP shall be developed in consultation among the candidate, employer, and APU. The Induction Plan shall identify and address individual candidate needs, college or university requirements, consultations and other activities with a district assigned support provider, and assessment of the plan's completion. The IIP will be complete when the Level II specialist has completed an assessment of the plan.

Non-University Activity Option

The IIP may include other professional development activities sponsored by organizations other than APU. Documentation of completed approved non-university activities to be included in the Level II IIP for up to 25 percent or one quarter of the total program, in consultation with the candidate and the employer's representative.

Support Activities

Consultations will be provided with an assigned support provider from the student's district, who will meet periodically with the candidate. As a basis for professional development consultations, the support provider and the candidate will also view each other's classes from time to time.

A verified successful completion of a minimum of two years of teaching experience in a full-time special education position or the equivalent (form CL-41 EXP, signed by the district's director of Human Resources), in a public school or private school of equivalent status, while holding the Preliminary Level I Educational Specialist Credential, is required.

Academic Requirements

Please note: Students may not begin any Level ll course work until admitted into Level ll program and IIP approved.

Complete the three core course sequence plus other experiences as defined below.

SPED 538	Special Education Issues: Mild to Moderate Disabilities
SPED 547	Implementation of Special Education Legislation
SPED 509	Technology in Special Education

CCTC approved Educational Technology (EDUC 500), Health Education (PE 240), and CPR for infant, child, and adult at APU or elsewhere

Combined Master of Arts Degrees and Credential Programs

Azusa Pacific University recognizes the need to provide quality academic programs for graduate students with divergent professional goals and differing educational needs. The degree and credential programs are designed for a limited number of individuals eager to pursue a Master of Arts and a credential program concurrently.

The combined degree and credential programs are restrictive and faculty advisement and an admissions interview are required prior to enrollment in the program.

The combined program is not appropriate for an individual serving on an Emergency, Pre-Intern, or Intern Credential with an urgent need to complete a Level I Credential in one year. A combined program may require more than one academic year.

Master of Arts in Education: Special Education and Mild/Moderate Disabilities (K-12) Specialist or Internship Credential, Level I, Track A and Track B

Program Director:
Nilsa Thorsos, Ph.D.
(626) 815-5430
nthorsos@apu.edu

The current shortage of special education teachers creates a growing demand for educators with this credential. APU now offers a fifth-year credential in special education for the teaching of mild/moderate disabled students (K-12), in addition to the master's degree programs.

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 candidates from admissions through recommendation of credentials in these credential standards. As a result, our candidates are highly sought after because of fulfillment of these professional standards.

The program is offered in two distinct tracks to accommodate educators from various points of entry. The Level I Credential offers Track A for those without a full-time teaching contract; Track B is for the currently contracted teacher. Students must see an advisor for proper placement in tracks with this credential program. Course content is application oriented, enabling students to take what they learn in the evening and use it in their classroom the next day.

Track A is designed for the noncontracted student who is meeting the requirements of the program as a continuation of the bachelor's degree.

Track B is designed for the contracted special education teacher intern who is seeking a Special Education Credential or adding the special education component to a current credential.

To proceed to the student teaching or intern teaching portion of the program, teacher candidates are required to participate in the following sequence of events to receive "clearance." This includes attending a mandatory student teaching/intern teaching information meeting, and turning in the student teaching application by deadlines specified. Each teacher candidate is then evaluated for such items as completion of subject–matter competency, all preprofessional and professional education courses, predisposition for teaching, evidence of mental and physical health, successful completion of subject matter (CSET), evidence of meeting ongoing "character" standards, and other requirements. Students must report any changes in "character" standings, including unresolved issues with the law, to the Department of Teacher Education.

Persons who are completing Level I, Track B credential only must complete a minimum of 15 units in residence at APU which must include Clinical Experience SPED 575.

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

Step by Step to Becoming a Teacher: Track A

1. First Module: Successful completion of course work

SPED 516	Clinical Experience in Teaching Reading and Writing*	3
SPED 530	Introduction to Individual Differences	3
SPED 566A	Supervised Field Experience Exceptional/Non-Exceptional	1

*Must take SPED 516 before taking RICA, which must be passed before qualifying for credential.

2. Second Module: Successful completion of course work

SPED 535	Counseling, Collaboration, and Consultation	3
SPED 540	Mild to Moderate Disabilities in General Education	3
SPED 566B	Supervised Field Experience Exceptional/Non-Exceptional	1

Note: To proceed with Clinical Experience (576A and B) students must successfully complete the CSET, EDUC 504 and 572, be cleared for SPED Student Teaching.

3. Third Module: Successful completion of course work

TEP 506	Educational Foundations and Classroom Management	3
SPED 531	Test, Measurements, and Instruction Planning	3
SPED 576A	Clinical Experience in Teaching	1

Admission to Clinical Experience Student Teaching

The Student Teaching Application for the Special Education Program must be submitted to the Department of Teacher Education by **November 1**, for spring semester, or by **April 1**, for the fall semester. All requirements for Clinical Experience Student Teaching are due on these dates, with the exception of course work in process at APU.

4. Fourth Module: Successful completion of course work

SPED 536	Diagnosis of Mild to Moderate Disabilities	3
SPED 537	Theories and Intervention in Behavior Disorders	3
SPED 576B	Clinical Experience in Teaching	1

5. Additional Credential Courses (Summer I)*

EDUC 504	Teaching and Cultural Diversity	3
EDUC 572	Advanced Educational Psychology	3

6. Required MA Courses (Summer II) **9 units**

EDUC 571	Curriculum Foundations	3
EDUC 573	Philosophy/Ethics and History of Education	3
Elective		3
Total		**43 units**

Satisfies program requirements towards master's. These courses are available during summer. (ex. Summer I: EDUC 504 and SPED 572.)

*Must take SPED 516 before taking RICA, which must be passed before qualifying for credential.

Admission to Clinical Experience Student Teaching is dependent on submission of Student Teaching Application and the supporting documentation listed below. (Since the student teaching clearance process involves many intricate steps and is time intensive, students who fail to turn in the application on time will not be allowed to student teach. Members of the education faculty then evaluate the candidate's suitability for the profession in light of all evidence available. Criteria include qualities as aptitude, physical/health difficulties, emotional stability, interpersonal relations, initiative, and oral and written communication.)

1. Subject-matter competence being met prior to student teaching according to state and program guidelines by:

   Official verification of completion of an approved subject-matter program signed by the credential analyst at the institution of higher education in which courses were successfully completed

   — or —

   Proof of passage of CSET (California Subject Examinations for Teachers) for multiple-subject programs.

2. Satisfactory completion of all required course work and fieldwork:

   Level I, Track A: EDUC 504, EDUC 572, SPED 516, SPED 530, SPED 531, SPED 535, SPED 536, SPED 537, SPED 540, SPED 566A/B, SPED 576A/B, TEP 506

3. Remediation that may be required for grades lower than *B* in any professional courses leading to student teaching. This remediation does not change the course grade, but shows competency that allows the teacher candidate to proceed. Note: Students must retake courses with grades of *D* or *F* with the permission of the TEP director.
4. Successful completion and verification of passage of CBEST, receipt of results of Certificate of Clearance, or copy of current Emergency Permit, completion of U.S. Constitution requirement, and verification of negative results from a Mantoux TB skin test.

Step by Step to Becoming a Teacher: Track B

1. First Module: Successful completion of course work

SPED 515	Clinical Experience in Teaching Reading and Writing*	3
SPED 530	Introduction to Individual Differences	3
SPED 565A	Supervised Field Experience Exceptional/Non-Exceptional	1

*Must take SPED 515 before taking RICA, which must be passed before qualifying for credential.

2. Second Module: Successful completion of course work

SPED 535	Counseling, Collaboration, and Consultation	3
SPED 540	Mild to Moderate Disabilities in General Education	3
SPED 565B	Supervised Field Experience Exceptional/Non-Exceptional	1

Note: To proceed with Clinical Experience (576A and B) students must successfully complete the CSET, EDUC 504 and 572, be cleared for SPED Student Teaching.

3. Third Module: Successful completion of course work

TEP 505	Educational Foundations and Classroom Management	3
SPED 531	Test, Measurements, and Instruction Planning	3
SPED 575A	Intern Student Teaching I	1

Admission to Clinical Experience Student Teaching

The Student Teaching Application for the Special Education Program must be submitted to the Department of Teacher Education by **November 1**, for spring semester, or by **April 1**, for the fall semester. All requirements for Clinical Exp. Teaching are due on these dates, with the exception of course work in process at APU.

A student hired to teach on a full-time special education paid contract assignment must provide a photocopy of the teaching contract and official verification of the teaching assignment on school letterhead to the program director for approval as an appropriate teaching assignment and teaching location. It is strongly suggested that this approval be obtained before the contract is signed if the assignment is to be used for the purposes of student teaching. The assignment must be concurrent with the 18-week intern teaching semester (SPED 575A and SPED 575B), which occurs in the fall or spring. All contracted student teaching assignments must be approved as appropriate by the program director prior to student teaching.

In addition, a student hired to teach on a contract in a private school must provide proof that the school is WASC accredited, has at least 25 percent ethnic diversity represented, has class sizes that are comparable to the public schools (15-30 students per class), and uses the California State Frameworks as the guideline in the classroom. This assignment must be approved by the program director prior to student teaching. If the teaching assignment does not meet these requirements, the teacher candidate must postpone student teaching to a later semester with a new Student Teacher Application being submitted by the next indicated deadline.

4. Fourth Module: Successful completion of course work

SPED 536	Diagnosis of Mild to Moderate Disabilities	3
SPED 537	Theories and Interventions in Behavior Disorders	3
SPED 575B	Intern Student Teaching I	1

Competency Signature Booklet
Program Requirement: Each student is responsible for maintaining the Competency Booklet and for ensuring that each instructor is given the opportunity to sign the appropriate sections at the end of each course, field experience, etc. This booklet must be filed with the university's Department of Teacher Education at the time the student completes his/her credential program.
It is the responsibility of the student to keep this document for the duration of his/her time in the program.

5. Additional Credential Courses*

EDUC 504	Teaching and Cultural Diversity	3
EDUC 572	Advanced Educational Psychology	3

6. Required MA Courses **9 units**

EDUC 571	Curriculum Foundations	3
EDUC 573	Philosophy/Ethics and History of Education	3
Elective		3
Total		**43 units**

Competency Signature Booklet

Comprehensive exam for master's degree

Satisfies program requirements towards masters. These courses are available during summer (e.g., Summer I: EDUC 504 and SPED 572).

*Must take SPED 516 before taking RICA, which must be passed before qualifying for credential.

Admission to Clinical Experience Student Teaching is dependent on submission of student Teaching Application and the supporting documentation listed below. (Since the student teaching clearance process involves many intricate steps and is time intensive, students who fail to turn in the application on time will not be allowed to student teach. Members of the education faculty then evaluate the candidate's suitability for the profession in light of all evidence available. Criteria include qualities as aptitude, physical/health difficulties, emotional stability, interpersonal relations, initiative, and oral and written communication.)

1. Subject-matter competence being met prior to student teaching according to state and program guidelines by:*

   Official verification of completion of an approved subject-matter program signed by the credential analyst at the institution of higher education in which courses were successfully completed

   — or —

   Proof of passage of CSET (California Subject Examinations for Teachers) for multiple-subject programs.

2. Satisfactory completion of all required course work and fieldwork:

   Level I, Track B: EDUC 504, EDUC 572, SPED 515, SPED 530, SPED 531, SPED 535, SPED 536, SPED 537, SPED 540, SPED 565A/B, SPED 575A/B, TEP 505

3. Remediation that may be required for grades lower than *B* in any professional courses leading to student teaching (This remediation does not change the course grade, but shows competency that allows the teacher candidate to proceed.)

4. Successful completion and verification of passage of CBEST, receipt of results of Certificate of Clearance, or copy of current Emergency Permit, completion of U.S. Constitution requirement, and verification of negative results from a Mantoux TB skin test

Master of Arts in Education: Special Education

Program Director:
Nilsa Thorsos, Ph.D.
(626) 815-5430
nthorsos@apu.edu

Core Requirements		**39 units**
EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	Philosophy/Ethics and History of Education	3
SPED 515	Clinical Experience in Teaching Reading and Writing*	3
SPED 530	Introduction to Individual Differences	3
SPED 531	Test, Measurements, and Instruction Planning	3
SPED 535	Counseling, Collaboration, and Consultation	3
SPED 536	Diagnosis of Mild to Moderate Disabilities	3
SPED 537	Theories and Intervention in Behavior Disorders	3
SPED 540	Mild to Moderate Disabilities in General Education	3

*Must take SPED 515 before taking RICA, which must be passed before qualifying for credential.

Those who hold a preliminary Mild to Moderate Disabilities Credential may include in their master's plan nine units appropriate for requirements of Level II Induction Plan Clear Credential.

SPED 509	Technology and Special Education	3
SPED 538	Special Education Issues: Mild to Moderate Disabilities	3
SPED 547	Implementation of Special Education Legislation	3
— or —		
Elective and transfer credits*		9

*Transfer units may not exceed 20 percent of the units required for a master's degree.

Suggested courses:

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

Notes

- The Special Education program is competency based. Students receive a manual listing of the 22 competencies and are required to obtain the signature of each instructor at the end of each course.
- Completion of the program requires passing a comprehensive examination.

Cross-Cultural Language and Academic Development (C.L.A.D.) Certificate

Coordinator: Ivy Yee-Sakamoto, Ph.D
(626) 815-6000, Ext. 5344
iyeesakamoto@apu.edu

The Cross-Cultural Language and Academic Development (C.L.A.D.) Certificate Program is designed to meet the needs of secondary-language children in California by equipping teachers with the tools to understand the process of language and academic development, and the sensitivity and specific skills necessary to facilitate learning in a multicultural classroom. Teachers who complete the 12 specific units of California Commission on Teacher Credentialing-approved courses at APU, covering the three domains of knowledge and teaching competencies, and who meet the state foreign language requirement, are not required to take the state examination for the C.L.A.D. certificate. All C.L.A.D. courses including EDUC 405/504 and TEP 555, 556, 557, 558 must be taken at APU to count toward the C.L.A.D. Certificate. Those interested in completing their Bilingual Cross-Cultural Language and Academic Development (B.C.L.A.D.) Certificate for a specific language should contact the program director for more information.

Advisory note: The C.L.A.D. Certificate, which prepares credentialed teachers to work with second-language learners, continues to be useful for Ryan Credential candidates (admitted prior to July 1, 2002), special education teachers, and out-of-state credentialed teachers. This certificate provides teachers with greater depth of knowledge, strategies, and capabilities in serving English learners. *All 2042 multiple- and single-subject teacher candidates will receive 1059 authorization to teach English Learners as a part of their Preliminary Credentials and will not need to earn the C.L.A.D. Certificate.*

Students credentialed out-of-state (but within the U.S.A.) and those who hold a special education credential, find the C.L.A.D. Certificate ideal preparation for teaching English language learners. Those who also have a Ryan Credential and have been admitted to a credential program prior to July 1, 2002, may also earn the C.L.A.D. Certificate. However, students admitted to either a Ryan plus a 1059 English Learner Authorization Credential program (which began July 1, 2002) or to a 2042 Credential Program, already have an English Learner Authorization and are not eligible for a C.L.A.D. Certificate. For information about C.L.A.D. Certificate eligibility, please contact a credential analyst.

Application Requirements
(Necessary only if not a continuing APU credential student or M.A. student)

Students should check with their credential or master's program department about how to include the C.L.A.D. Certificate course work within their chosen program. The following are the application requirements for the C.L.A.D. Certificate Program for students who are not in a credential or Master of Arts program prior to completing it.

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

International students have a separate application procedure. Contact the Office of International Student Services at (626) 812-3055 or iss@apu.edu.

1. Completed Application for Graduate Admission
2. A $45 nonrefundable application fee
3. A posted bachelor's degree from a regionally accredited institution
4. A photocopy of a current California teaching credential, or proof of being in the process of earning a California teaching credential, an Emergency Permit, or Certificate of Clearance

Certificate Requirements

Course Requirements		***12 units***
EDUC 501	Language Structure, Acquisition, and Development*	3
EDUC 502	Methods of Bilingual, English Language Teaching	3
EDUC 503	School Practicum in English Language Development	3
EDUC 504	Teaching and Cultural Diversity*	3
Total		**12 units**

*Students in APU's 2042 Teacher Credential Program may substitute TEP 555, TEP 556, TEP 557, or TEP 558 for EDUC 501, and EDUC 405 for EDUC 504.

When it is time to apply for the C.L.A.D. Certificate, credentialed teachers may contact the credential analyst office for assistance.

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

EDUC 501, TEP 550, TEP 555, TEP 556, TEP 557, TEP 558, or TEP 560 is a prerequisite for EDUC 502 and 503.

Course Descriptions

Educational Counseling

EDCO 528 Community, Family, and School Collaboration (3)
Students become aware of comprehensive models for forming partnerships or collaborations between schools/districts and community stakeholders to strengthen school improvement and reform efforts. The course investigates the importance of parent and community involvement in children's education from birth through high school including an overview of exemplary parent involvement programs; resources for family involvement activities and programs; knowledge of existing and possible partnerships between school/ districts and public/private community representatives including mental health, government, advocacy and law enforcement agencies; knowledge of district/school programs that support student achievement through academics and mental health, grant writing to support school/community collaborations.

EDCO 533 Basic School Counseling (3)
This course provides an examination of the varied counseling theories and techniques needed by school counselors for a variety of counseling roles and functions. The focus is on the application of basic skills in the domains of academic, career, personal and social development. Each student will demonstrate knowledge of how school counseling programs and services promote student development, learning and achievement in diverse populations with the context of professional ethics. Concepts, attitudes, and values held by the counselor which most influence the counseling relationship and outcome will be explored. A holistic, ecosystemic model for viewing counseling issues, the school community and the understanding of family processes will be studied. It will focus on acquiring knowledge and practicing skills related to individual and group counseling within a multicultural context. *A prerequisite for EDCO 550 and EDCO 583*

EDCO 534 Educational Measurement and Assessment (3)
This course helps students understand and interpret measurement techniques and state- and nation-wide assessments that are used in the public schools at all grade levels. Course content includes the role of measurement and assessment in pupil personnel services, test validity and reliability, portfolios, assessment procedures, special education testing, and interpreting test data and elementary statistics. Emphasis is placed on helping school counselors and other educators use measurement and assessment data to promote positive programs and outcomes for students.

EDCO 535 Legal Mandates for School Counselors and School Psychologists (3)
This course provides an ethical and legal background for use by school counselors and school psychologists as they assume their duties in the public school system. Candidates gain familiarity with state and federal laws and regulations pertaining to children and their families. The implications and legal applications of due process and legal requirements that determine and protect pupil rights are emphasized.

EDCO 545 Intervention and Prevention (3)
In this course, students view learning, behavior, and social problems from behavioral, cognitive, ecosystemic, personal/self-esteem, and family system perspectives. Using these perspectives, the student learns to select, design, implement and evaluate prevention, intervention and postvention programs and techniques that prevent learning failure and enhance learning success with a multicultural context. Students learn social skills training to develop resiliency. Action plans and techniques are explored to help children and the school community prevent school violence and cope with other crisis in the school setting.

EDCO 549 Career Development and Technology in School Counseling (3)
This course is an orientation to occupational and career education trends, theories and practices which ensure that all pupils receive equitable guidance which transcends cultural and gender stereotypes and is reflective of the National Standards. This will include computer-based technology, data management systems and data-based research which support career development services.

EDCO 550 Issues in School Counseling (3)
Culturally appropriate counseling, classroom, and school related techniques and methods for developing and maintaining a peaceable school, and for the prevention, intervention, and postvention of such factors as crisis, trauma, violence, gang activity, bullying, conflict, depression, suicide, alcohol and substance abuse, and sexual harassment will be examined within an ecosystemic context. *Prerequisites: EDCO 533*

EDCO 557 Child and Adolescent Development and Learning (3)
Taking an ecosystemic perspective, this course exposes the student to the transactions between biological, psychosocial, cultural, and environmental factors affecting human growth, development, and learning from conception through adolescence. The focus is on the student's achievement of the integrated, holistic, and multicultural understanding, and emphasizes the application of theory to real life situations and problems.

EDCO 564 School Counseling Fieldwork 1 (3)
This course provides each student with firsthand, supervised pupil personnel experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation practice with individuals, groups, families, children, adolescents, and exceptional and nonexceptional pupils.

EDCO 568 School Counseling Fieldwork 2 (3)
This course provides each student with firsthand, supervised pupil personnel experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation practice with individuals, groups, families, children, adolescents, and exceptional and nonexceptional pupils.

EDCO 579 Sociocultural Issues in School Counseling (3)
School counselors require awareness of, and sensitivity to, the social and cultural diversity of the various ethnic groups represented in the districts and communities in which they serve. Everyday issues from levels of family-school involvement to communication to body language can take on new meaning when cultural origins are considered. This course helps students to develop a multicultural perspective by becoming aware of their own cultures, the nuances of other cultures, and counseling considerations and perspective when working with individuals from diverse social and cultural backgrounds.

EDCO 583 Intervention through Consultation (3)
This course examines (1) the strengths and weaknesses of several prominent models of consultation as they relate both to setting requirements and the individual consultant's style of functioning; (2) the roles of consultant, consultee, and client systems; and (3) the consultative role and techniques contrasted with those involving supervision, assessment, teaching, and counseling/therapy. A collaborative model of consultation is emphasized. Further areas of emphasis include, but are not limited to, the following: types of consultative intervention, evaluation of consultation, relevant research, legal, and ethical issues, consultation with minority groups, resistance to consultation, and specific communication skills and staff development. *Prerequisites: EDCO 533 and EDCO 550*

EDCO 587 PPS Leadership, Ethics, and Professionalism (3)
This course is an orientation to the concepts and procedures which define and encompass pupil personnel management systems. This includes the ethics which guide the coordination and supervision of comprehensive counseling and guidance in a multicultural school setting. Standards of professionalism which support successful leadership are incorporated into the instruction.

EDCO 591 Curriculum Design, Instruction, and Classroom Management for Pupil Service Workers (3)
This course addresses effective classroom management strategies, techniques, practices, and skills in applying classroom management principles to guidance instruction. Students demonstrate knowledge of writing guidance lesson plans coordinated with other instructional area subject matter, especially in the area of basic reading instruction. Candidates demonstrate knowledge of curriculum design, instructional strategies, application and rationale of state-adopted curriculum standards, frameworks, and reform documents to academic development and the dynamics of the classroom instructional activities and materials appropriate for pupils with diverse needs, interests, and learning styles. This course also includes opportunities for students to learn how to gather data on school systems in classroom environments through clinical observations.

EDCO 592 Educational Psychology: Theory into Practice (3)
School counselors and school psychologists should demonstrate familiarity with contemporary issues and pertinent research in the field of educational psychology. This course provides future professionals in those fields with comprehensive knowledge in the areas of learning theory and motivation including humanist, behaviorist, and cognitive approaches; human growth and development; and instructional and classroom management strategies. The course emphasizes practical application of these various areas for use in professional contexts.

EDCO 593 Historical Development of School Counseling and School Psychology (3)
A historical overview of the professions of school psychology and counseling, and their philosophical and practical contributions to the field of education.

EDCO 594 School Counseling: Internship 1 (3)
(*300 hours*)
Students enrolled in this fieldwork course are under a paid internship with their school district. In this course students will receive exposure to individual differences, involvement with testing and case studies, participation in parent conferences and IEP/E and P meetings, and provision of counseling and/or consultation as appropriate to students, staff, and parents.

EDCO 595 School Counseling: Internship 2 (3)
(*300 hours*)
Students enrolled in this fieldwork course are under a paid internship with their school district. This course provides each student with firsthand, supervised pupil personnel experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation practice with individuals, groups, families, children, adolescents, and exceptional and nonexceptional pupils

Educational Leadership

EDL 580 Leadership Induction (1)
This course introduces candidates to the Master of Arts in Educational Leadership and Preliminary Administrative Services Credential Program. Candidates develop a personal leadership profile through self-assessment in leadership abilities, and are introduced to case study research methods and expectations of their individual case studies. Candidates receive training in appropriate educational technology for data-driven decision making.

EDL 581 Research and Leadership (6)
Candidates are introduced to the leadership and instructional standards that are foundational to the Master of Arts in Educational Leadership and Preliminary Administrative Services Credential Program. Basic research design methods are introduced. Through qualitative and quantitative

research methods, candidates make data-driven decisions for the development, implementation, and evaluation of instructional programs. They apply their individual strengths to develop their visions for the improvement of teaching and learning, staff development, staff recruitment, and increasing community involvement. Elements of this course are built into the candidate's individual case study and Leadership Performance Assessment.

EDL 582 Cornerstones of Educational Leadership (6)
Candidates examine historical, philosophical, ethical, and psychological principles that are essential to effective 21st century leadership, teaching, and learning. They examine instructional models, curriculum design, learning theory, and educational philosophies that will assist them with becoming effective leaders as they support and mentor teachers for optimal student achievement.

EDL 583 Educational Leadership and Change (6)
Candidates apply their personal strengths and leadership styles to the implementation of programs designed to maximize student achievement. They review and apply change theory for organization development in diverse cultural settings and research effective teaching and learning. Candidates research and apply principles of effective staff development that support group processes and team ownership of schooling outcomes. Models for effective instructional coaching are introduced and applied. Elements of this course are built into the candidate's case study. Field experience is embedded in this course.

EDL 584 Policy and Politics of Educational Leadership (6)
Candidates examine the operation and governance of schools within the parameters of federal, state, and local policies and regulations. They analyze their roles as effective team leaders within those parameters utilizing their personal strengths in problem solving. Candidates become knowledgeable about shared decision making, and change and fiscal management that support student learning. They explore strategies for providing a culture of ethics and efficiency including a safe environment, school partnerships, accountability, and parent involvement in a diverse community. Elements of this course are built into the candidate's case study. Field experience is embedded in this course.

EDL 585 Leadership in a Legal Culture (6)
Candidates develop a vision of organizational effectiveness by acquiring knowledge of federal, state, local, and personnel law. They research landmark court cases, legal opinions, and legal principles related to youth conduct and the legal constraints and statutory requirements of school funding. Candidates develop their leadership skills by learning historical and current practices in human resource administration. They explore strategies of effective leadership in diverse cultural settings. Elements of this course are built into the candidate's case study. Fieldwork is embedded in this course.

EDL 586 Leadership Performance Assessment (5)
This course leads candidates to synthesize the learning they experienced throughout the previous courses. Candidates finalize the leadership case-studies that have evolved with input from each course. They develop an analysis of how their personal strengths will serve them in leadership positions. As a capstone experience during this final course, candidates present to an evaluative panel the case study and their own Leadership Performance Assessment. They are assessed on the CCTC standards through rubrics.

Educational Psychology

EDPY 624 Disabilities in Children (Mild, Moderate, and Severe) (3)
School psychologists are required to have an understanding of the spectrum of individual differences among potential students, particularly individuals with exceptional needs. This course introduces students to individuals defined by cultural differences, socioeconomic disadvantages, sexual biases and developmental psychopathology in order to achieve sensitivity to the needs and feelings of persons with differing experiences. There is an introduction to the legal requirements of educating learners in the least restrictive environments and consideration of current issues and future trends in special education.

EDPY 633 Multicultural and Bilingual: Assessment and Intervention (3)
This course focuses on the assessment of multicultural and bilingual students, including assessment models and practices, test bias, and social and psychological aspects associated with the differences and similarities of ethnic and cultural groups.

EDPY 635 Role and Function of the School Psychologist (3)
Major theories and models of educational evaluation are surveyed. Consultation theories are considered to help students acquire the knowledge and skills necessary for a productive consultation relationship with school staff, parents, and community agency representatives.

EDPY 636 Research and Evaluation in School Psychology (3)
Students gain advanced skills in understanding and applying statistical techniques to the analysis of educational research data related to school psychology. Strategies for conducting effective evaluations are considered as students plan an evaluation using appropriate statistical analysis as related to educational psychological research. Students gain additional experience in the use of computers for statistical analysis.

EDPY 637 Child Psychopathology: Assessment and Treatment (3)
This course provides a systematic approach to the description and assessment of and planning for children with emotional and behavioral problems. The emphasis is on the psychological disorders of children most commonly encountered in the delivery of school psychological services.

EDPY 651 School Psychology Internship 1 (3)
(*300 hours*)
With State Department of Education approval of a candidate's application for an internship credential, the intern proceeds to gain experience in accepting responsibilities of a school psychologist. Regularly mentored by on-site and university staff, the intern gains skill in planning and implementing programs consistent with IDEA guidelines and state of California regulations. This includes participating in student study teams, planning and implementing psychoeducational assessments of pupils, and making recommendations for interventions in regular and special education. In addition, the intern gains skill in counseling pupils, consulting with parents, and accessing community resources.

EDPY 652 School Psychology Internship 2 (3)
(*300 hours)*
Regularly mentored by on-site and university staff, the intern refines skill in planning and implementing programs consistent with IDEA guidelines and state of California regulations. This includes participating in student study teams, planning and implementing psychoeducational assessments of pupils, and making recommendations for interventions in regular and special education. In addition, the intern refines skill in counseling pupils, consulting with parents, and accessing community resources.

EDPY 653 School Psychology Internship 3 (3)
(*300 hours*)
Regularly coached by on-site and university staff, the intern accepts increasing responsibility for planning and implementing programs consistent with IDEA guidelines and state of California regulations. This includes participating in student study teams, planning and implementing psychoeducational assessments of pupils, and making recommendations for interventions in regular and special education. It includes demonstrating a high level of skill in counseling pupils, consulting with parents, and accessing community resources. In addition, the intern gains experience in planning and implementing school-wide assessment programs and evaluating program outcomes.

EDPY 654 School Psychology Internship 4 (3)
(*300 hours*)
Regularly coached by on-site and university staff, the intern accepts independent responsibility for planning and implementing programs consistent with IDEA guidelines and state of California regulations. This includes participating in student study teams, planning and implementing psychoeducational assessments of pupils, and making recommendations for interventions in regular and special education. It includes demonstrating

a high level of skill in counseling pupils, consulting with parents, and accessing community resources. In addition, the intern is responsible for planning and implementing school-wide assessment programs and evaluating program outcomes.

EDPY 681 Psychoeducational Assessment I (3)
This course is the first in a series of three courses structured to develop competence in the assessment of preschool and school-age children and adults. Students will become aware of the multifaceted and culturally defined nature of human intelligence, of research and theory regarding the development and measurement of human intellectual ability, and of the construction, uses and limitations of assessment tools and methods. Upon completion of this series of courses the students should have attained competence in a wide range of assessment techniques in the assessment of intelligence, processing abilities, adaptive behavior, social-emotional functioning and achievement. Students will gain experience in developing interventions and recommendations based on assessment data, and in communicating the results of assessments to diverse audiences.

EDPY 682 Psychoeducational Assessment II (3)
This course is the second in a series of three courses structured to develop competence in the assessment of preschool and school-age children and adults. Students will become aware of the multifaceted and culturally defined nature of human intelligence, of research and theory regarding the development and measurement of human intellectual ability, and of the construction, uses and limitations of assessment tools and methods. Upon completion of this series of courses the students should have attained competence in a wide range of scales in assessing intelligence, processing abilities, adaptive behavior, social-emotional functioning and achievement. Students will gain experience in developing interventions and recommendations based on assessment data, and in communicating the results of assessments to diverse audiences.

EDPY 683 Psychoeducational Assessment III (3)
This course is the third in a series of three courses structured to develop competence in the assessment of preschool and school-age children and adults. Students will become aware of the multifaceted and culturally defined nature of human intelligence, of research and theory regarding the development and measurement of human intellectual ability, and of the construction, uses and limitations of assessment tools and methods. Upon completion of this series of courses the students should have attained competence in a wide range of assessment techniques in the assessment of intelligence, processing abilities, adaptive behavior, social-emotional functioning and achievement. Students will gain experience in developing interventions and recommendations based on assessment data, and in communicating the results of assessments to diverse audiences.

EDPY 685 School Psychology Fieldwork 1 (3)
Students are provided with on-site experience leading to the acquisition of skills and knowledge of school counselors and psychologists involving special and regular education students. Such experience includes working with IDEA regulations and procedures, assessing and counseling exceptional students, consulting with teachers and parents, and supervising of counseling services.

EDPY 686 School Psychology Fieldwork 2 (3)
Through on-site supervision, students experience directly the role and function of school psychologists. This includes conducting student assessment; writing reports; consulting with staff and parents; designing prevention, interventions, and postvention strategies; working with exceptional students; completing progress evaluations; and interacting with community agencies.

EDPY 687 School Psychology Fieldwork 3 (3)
With continued on-site supervision, field experience students acquire increasing responsibility for planning, implementing, and reporting psychoeducational assessments of pupils. Students continue to gain experience collaborating with multidisciplinary colleagues. Students participate in planning prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist.

EDPY 688 School Psychology Fieldwork 4 (3)
With continued on-site mentoring, field experience students take independent responsibility for planning, implementing, and reporting psychoeducational assessment of pupils. Students take independent responsibility for initiating and collaborating with multidisciplinary colleagues in prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist.

EDPY 690 Advanced Individual Research (1-3)
In this course, the professor and students work closely to advance research into a form that will be appropriate for presentation at a national conference or publication in a peer-reviewed journal. Examples of activities within this course include: development of literature reviews, data collection, statistical analysis, manuscript editing and revising, presenting research at conferences, and submission for publication in scholarly journals.

Online Educational Technology

EDTC 511 Foundations in Educational Technology (3)
This course focuses on developing proficiency with the foundational skills necessary for the Online Master of Arts in Educational Technology. Working in synchronous, and asynchronous environments, students will utilize a variety of applications and skills necessary for competency in the program.

EDTC 515 Emerging Trends in Technology (3)
This class looks at the historical development of educational technology and the social issues influencing its growth and implementation. Attention is also given to a synthesis of research related to the field, professional organizations serving the discipline and emerging innovative uses of educational technology.

EDTC 517 Telecommunications (3)
Students study the principles, theory, and application of telecommunications.

EDTC 518 Global Learning/Cross-Cultural Classroom (3)
This course focuses on the use of technology to develop global, cultural, geographical, environmental, and sociopolitical understanding. Students engage their own classrooms in global learning projects as a vehicle to promote cross-cultural literacy, a necessary skill for the global workforce and the 21st century.

EDTC 520 Applications of Technology-Supported Curricular Tools (3)
This course explores various technology-supported curricular tools applicable to management and instruction in a K-12 educational environment. Topics include computer-assisted word processing, databases, presentation tools, grade books, graphic organizers, spreadsheets, and online creation tools.

EDTC 523 Educational Applications of Hypermedia (3)
The basics of hypermedia are studied. Students are introduced to an authoring program. Topics include the mechanics of the programs and their use for the development of class presentations, computer-assisted instruction (CAI), and multimedia projects. Integration of hypermedia with school curriculum is emphasized.

EDTC 524 Instructional Design and Development (3)
This course focuses on the utilization of design principles to effectively communicate instructional and professional materials prepared for the classroom, school/district, and professional development use. Implications on the educational experience of teachers, students, and administrators are also explored. Working in collaboration with other class members, students design an educational presentation/product for professional use.

EDTC 526 Practicum in Educational Applications of Technology (3)
The primary focus of this practicum is a research-designed multimedia portfolio that showcases skills the student has acquired in the Online Educational Technology Program. This practicum covers research, use of applied software and educational technologies, a growth assessment, comprehensive e-portfolio, and final presentation to conclude the requirements for the master's degree. This course must be taken at the end of the course work. *Prerequisite: all course work in educational technology completed*

EDTC 527 Special Topics in Educational Technology (3)
The current technologies, trends, or topics in educational computing are explored. The course covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into the classroom or computer laboratory.

EDTC 571 Curriculum Foundations (3)
This master's degree core course is designed to prepare candidates with both practical and theoretical understanding of curriculum in schooling. The course offers a study of the various approaches of curriculum construction and organization in the schools by examining the principles of curriculum improvement, change, and evaluation. The focus is on the theories, research, and best practice related to planning and developing curriculum and its implementation in schools and classrooms in order to address the needs of students in diverse communities.

EDTC 572 Advanced Educational Psychology (3)
Professional educators apply the latest research findings of contemporary psychologists to the challenges of classroom motivation, discipline, individual differences, learning styles, and evaluation modes.

EDTC 573 Philosophy/Ethics and History of Education (3)
This course is a survey of the historical and philosophical ideas that guide educational theory and practice. Emphasis is on ethical clarification and practical application of ideas in current, diverse educational settings. Basic to the course is the notion that valuable insights into American education can be obtained through a close examination of its historical development from the colonial era to the present. Emphases on various philosophical systems in education and on the related issue of worldviews are especially helpful in illuminating ever-present tensions in American education. American education cannot be adequately understood, nor can well-informed decisions be made by administrators, instructional staff, or others responsible for education, without the benefit of both historical and philosophical perspectives.

Education

EDUC 300 Introduction to Teaching as a Profession, K-12 (4)
This course provides an overview of and orientation to the role of the professional educator for those interested in teaching as a career. The emphasis is on development of professional self-awareness, including the historical, philosophical, psychological, sociological, and cultural perspectives through which the teaching profession can be viewed. Included are a variety of guest speakers who introduce different careers in education. With an earned grade of *B* or higher, students may use this course to replace EDUC 400 as a preprofessional course requirement prior to taking the Professional Education Program courses. Includes 15-20 hours of service learning field experience in the Teacher Assistant Program in school settings.

EDUC 400 Foundations of Education, K-12 (3)
This course focuses on the art and profession of teaching. Students study the historical, philosophical, political, and legal foundations of education in America in order to gain a greater knowledge and appreciation of the field. Review of relevant concepts and theories in psychology and human development and the application of them to the lives of students as they grow from elementary to high school and the teaching/learning conditions and dynamics in classrooms are included. Students reflect on being a teacher, extending and evaluating personal philosophy of education, and exploring their position on major issues, concerns, and challenges in schools today and for the future. *Prerequisite: PSYC 290*

EDUC 405 Diversity in the Classroom (3)
This course focuses on the examination of the interaction of the student's cultural background with ethical, racial, religious, and gender issues, the educational setting, and wider social forces that affect traditional success and failure for students who are linguistically and culturally different. The course evaluates the role that administrators and teachers play in nurturing a spirit of multiculturalism to schools. Meets general studies upper-division intensive writing requirement. Includes service learning hours in educational settings. This is a C.L.A.D.-approved course.

EDUC 496 Education and Professional Ethics (3)
This senior seminar course prepares students to understand and express a Christian perspective on issues critical to the education profession. Biblical and theological themes relating to education provide a base, while historical biographies and examples supply a context in which students generate a distinctively Christian response to a contemporary problem facing education. *Prerequisites: senior standing, completion of the majority of the units required for God's Word and the Christian Response, and completion of the majority of course work in the major*

EDUC 499 Readings in Education (1-3)

EDUC 500 Technology and the K-12 Educator (3)
This course is designed for K-12 educators and focuses on the appropriate use of technology to facilitate the teaching and learning process. The course builds on the CCTC Level I Technology Proficiencies that are met in the preliminary credential programs. Instructional methods explored utilize a variety of technology for collaboration and communication. This course covers 1) designing, optimizing, and analyzing technology-enriched lessons and learning environments, 2) the use of computer applications to manipulate and analyze data, 3) determining the authenticity, reliability, and bias of data gathered, 4) the use of technology-enhanced curriculum for developing information literacy and problem-solving skills, 5) the use of technology as a tool for student assessment and parent communication, and 6) the acquisition and use of technology resources at the site and district level. This course is approved by the California Commission on Teacher Credentialing to meet the technology requirements for the Professional Clear Credential (Level II Proficiencies).

EDUC 501 Language Structure, Acquisition, and Development (3)
This course explores the structures of English used in communicating meaning, theoretically sound models of second-language learning and teaching, and the distinctive factors which affect first- and second-language acquisition. Requirements include gathering oral and written language examples and a mini-case study of a second-language learner.

EDUC 502 Methods of Bilingual, English Language Teaching (3)
This course examines models and methods of bilingual education and explores theories and methods of teaching in and through English as a second language for limited-English-proficient students in grades K-12. The course presents basic approaches to assessing language and content area development of bilingual students.

EDUC 503 School Practicum in English Language Development (3)
This course offers collaborative opportunities to pursue classroom-based action plans for testing adaptations in learning conditions and teaching strategies for English language development students. Students explore approaches in Specially Designed Academic Instruction in English (SDAIE) across the curriculum with second-language learners.

EDUC 504 Teaching and Cultural Diversity (3)
This course focuses on a reflective examination of the interaction of several variables which affect educational success and failure for students who are linguistically and culturally different: the students' cultural background, including ethnic, racial, religious, and gender issues; the school's cultural format of an educational setting; and the social forces in the wider community. The underlying assumption of the course is that the achievement of equity and maintenance of cultural diversity in pluralistic democracies are not only desirable goals, but also necessary for political unity, social stability, and sustained economic development. The educational system plays a critical role in nurturing multiculturalism, creating instructional environments which encourage tolerance and praise for cultural diversity, and honoring cultural differences as assets rather than deficiencies. Educators have a moral and civic responsibility to ensure that multicultural attitudes and values permeate the total school curriculum and learning environment. Students study the nature of culture and learn to appreciate the strong influence that a student's culture has on learning behavior and values. They also develop ways to uncover more aspects of cultural diversity among their students and evaluate culturally appropriate responses and strategies which enhance learning opportunities.

EDUC 505 Advanced Literacy Development (3)
This course explores exemplary models of literacy development for elementary and secondary level students who are advancing in their reading and writing processes and learning to value narrative, informational, and poetic language uses across a widening range of literacy functions. Students examine and experience process-sensitive approaches to readers' and writers' workshops, booksharing circles, writing across the curriculum, content-area reading, and other structured formats which engage maturing readers/writers more fully in using written language to construct meaning in their lives. Included in the course are investigations into multiple literacies, reflective self-assessment, cross-age literacy programs, and other social, collaborative contexts for literacy growth.

EDUC 507 Family, Community, and School Connections (3)
This course explores strategies for building stronger school ties with family members and people in the wider community. Students examine the needs and designs of exemplary family-community-school interaction programs, which enhance language, literacy, and academic learning for bilingual children and their families. Participation in a community-based project or a service agency program is required.

EDUC 508 Assessment and Evaluation in Multicultural Classrooms (3)
This course reviews the uses, demands, and limitations of formal, standardized testing practices and builds on theoretical principles of teachers assessing more fully their own students' growth in academic knowledge and communication abilities. Students explore informal observational assessment, student self-assessment, parental involvement, portfolios, criterion- and performance-based assessment, and other authentic approaches to assessing the development of language, literacy, and academic concepts. Students also explore ways to assess and improve their own instructional programs and teaching.

EDUC 509 Special Topics in Education (3)
Students study specific current topics, trends, technologies, or innovative programs in the field of bilingual/English language development. The course covers theoretical and practical aspects of issues related to new problems or new possibilities for improving and enhancing language, literacy, or academic learning opportunities for bilingual students.

EDUC 511 Essentials in Educational Technology and Learning (3)
This course focuses on introducing and developing proficiency with the essential skills necessary for the Master of Arts in Educational Technology and Learning. Working in face-to-face, synchronous, and asynchronous environments, students utilize a variety of applications and skills necessary for competency in the program. The research process is introduced and begun in this class along with each student's baseline assessment of his/her own technology skills and experiences. Students explore philosophy of education foundations in order to articulate their own educational philosophy and vision statements. This course must be taken in the first term of the program.

EDUC 512 Instructional Applications of Productivity Software (3)
Students take the functional knowledge of productivity software and learn how to implement its use in instruction and projects including a final thematic project into their own classroom. The projects are designed to match the California State Content Standards and ISTE NETS standards of their own grade, and are appropriate for the technology environment in which the project will be implemented.

EDUC 513 Developing Hardware Independence (3)
Students learn to understand the computer in such a way that they become operationally autonomous in the classroom. Being able to diagnose and solve everyday types of operating system, hardware, and networking problems, students gain sufficient knowledge of computer technology to efficiently operate within their educational settings.

EDUC 514 Digital Video in the Classroom (3)
Students are exposed to basics in video project composition. Activities include learning how to build visually effective shots, how to use music to enhance the feel of the presentation, and how to create a movie project that is designed to keep a student's attention in the context of teaching standards-based material.

EDUC 515 Evolving Educational Technologies (3)
This course looks at the evolution of educational technologies in their present and historical contexts. Students explore how and why some technologies endure while others do not. Attention is given to current technologies and how they can be successfully implemented into the classrooms in order to enhance both teaching and learning strategies.

EDUC 516 Technology for the School Administrator (3)
This course is an overview of the use of technology for the administration of the school and in the instructional processes. The course introduces commercially available software designed to handle various administrative tasks routinely, and enhance the use of information technology for school management. Needs assessment, hardware and software selection, classroom applications of various technologies, and Web-based instruction are covered. This course includes discussion of the role of the school administrator as an instructional leader for faculty, parents, and community members, facilitating the successful implementation of cross-cultural instructional technology. *Prerequisites: ability to use word processing, database, and spreadsheet programs*

EDUC 518 Connecting with Global Learning Communities (3)
This course focuses on the use of technology to make connections with global learning communities in order to strengthen cultural, environmental, and sociopolitical understanding. Students engage their own classrooms in global learning projects as a vehicle to promote cross-cultural literacy, a necessary skill for the global work force and 21st century.

EDUC 519 Document Design for the Classroom (3)
Students learn how to use the power and flexibility of document design software to enhance their teaching environment. To accomplish this, students familiarize themselves with document design terminology and learn how to use document design software in classroom-based scenarios. Students also develop methods to use document design tools to facilitate classroom teaching and learning.

EDUC 521 Information in the 21st Century (3)
Students discover that the most valued commodity in the 21st century is information. They learn what information is valued, how information is collected, and what differentiates good information from bad information. Emphasis is placed on how information is important to the 21st century classroom as well as the importance of a student-data-driven decision making by the classroom teacher to impact the instructional program.

EDUC 523 Hypermedia-Enhanced Learning Environments (3)
The basics of hypermedia are studied, and students are introduced to an authoring program. Topics include mechanics of the program and their use for the development of class presentations, computer-assisted instruction (CAI), and multimedia projects. Integration of hypermedia with school curricula is emphasized. Students learn how to develop multimedia in conjunction with increasing the creativity, impact, and effectiveness of their presentation skills.

EDUC 524 Curriculum Design and Delivery (3)
This course engages students in the instructional design process for developing and delivering effective learning experiences in the classroom. In collaboration with classmates, students create technology-enhanced curricula with written justification of design decisions.

EDUC 525 Web Design for the Classroom (3)
Students learn and apply the educational uses of Web design. Emphasis is placed on making website design a teaching and learning tool. Effective design is accentuated in the course and is assessed by usability tests.

EDUC 526 Capstone Experience in Educational Technology and Learning (3)
The primary focus of this capstone experience is a research-designed interactive portfolio that showcases skills and concepts the student has acquired in the Educational Technology and Learning program. This program-culminating course incorporates each student's research, use of applied software and educational technology, a growth assessment, comprehensive portfolio, and an oral defense. This course must be taken at the end of the program, and passed in order to meet the final requirements for the master's degree.

EDUC 527 Emerging Topics in Educational Technology and Learning (3)
The current technologies, trends, or topics in educational technology and learning are explored. The course covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into classroom and school instructional practices. Different topics may be taken and repeated for credit.

EDUC 534 Advanced Study of the English Learner (3)
This course builds upon the knowledge, skills, and abilities gained during the course work for a Preliminary Credential. The course covers several specific areas for advanced study of English Learner instruction: delivery of comprehensive, specialized instruction for English learners, school organizational structures and resources needed to implement the adopted instructional programs for English learners, methods and strategies to promote success and achievement of second language acquisition and core content, assessment techniques for diagnosis and placement, and communication techniques to work with English learner parents and families. *This course fulfills the CCTC Standard for Advanced English Learner course work required for 2042 Clear Credential. It requires permission of the program director and may not be taken prior to being recommended for the 2042 Preliminary Teaching Credential.*

EDUC 535 School Health Topics (3)
This course increases the Clear Credential candidate's understanding of health and safety issues pertaining to the classroom. Recognizing the impact the classroom teacher has on students, development of the whole person is emphasized through decision making, practices leading to a healthy lifestyle, and choices based on physical, emotional, intellectual, social, and spiritual considerations. Candidates acquire information, methods, and strategies to help those students they will be teaching. Moreover, candidates learn how to integrate health and safety into their own school situations. *This course fulfills the CCTC Standard for School Health Topics course work (including nutrition, substance abuse, and CPR) required fro 2042 Clear Credential. It requires permission of the program director and may not be taken prior to being recommended for the 2042 Preliminary Teaching Credential.*

EDUC 541 Emerging Literacy, K-12 (3)
This course focuses on the emerging literacy needs of K-12 students who are at beginning or minimal levels of processing reading and writing effectively for meaning, including English language learners with distinctive literacy development needs. Students examine sound socio-psycholinguistic insights into the nature and development of reading and writing processes and explore the critical conditions, which help learners become more strategic, self-aware readers and writers. Included in the course are investigations into structuring balanced literacy experiences, guided reading and writing, literacy-enriched environments, quality reading materials, meaningful records of growth, and other practices which increase students' pleasure, value, and success in their literate lives.

EDUC 542 Bilingual Methods for Primary Language Instruction (3)
This course covers bilingual instructional strategies for teaching in students' primary language and English. Students review procedures for selecting, adapting, and using primary language materials; and they evaluate the effectiveness and relevancy of such materials for students.

EDUC 543 The Chicano/Hispanic and Education (3)
Students study the cultural origins and characteristics of Chicano/Hispanic people in California and the U.S., gaining insights into their major historical periods and events, migration and immigration, and demography and contributions. Issues of intra- and intercultural relationships are examined.

EDUC 546 Resource Specialist Communication Skills (3)
Skills are developed for successful communication and teamwork with administrators, teachers, paraprofessionals, and parents in the provision of services to individuals with exceptional needs.

EDUC 548 Staff Development and Parent Education Techniques (3)
Techniques are discussed for planning and providing staff development and in-service education for administrators, teachers, and paraprofessionals in the implementation of special education legislation and provision of services. The course includes methods of development and implementation of parent-education workshops.

EDUC 553 Personalized Learning (3)
This course assists the teacher with creating learning centers in the classroom. Included are ways to organize oneself, materials, and rooms; how to schedule centers; current learning regarding center theories and types; suggestions for the construction of centers; center terminology; and center commitment and tracking techniques.

EDUC 554 Instructional Principles and Practices (3)
This course examines ways teachers can more effectively organize time, space, resources, students, and activities that embody standards of sound practices while creating a strong sense of community collaboration among learners and genuinely student-centered classrooms. Course investigations focus on integrative units, grouping strategies, multiple modes of learning representation, workshop formats, reflective assessment, and other promising approaches which nurture motivation and inquiry and provide authentic learning experiences for culturally, academically, and linguistically diverse students. Students also explore models of peer coaching, teacher study groups, and other processes that enhance reflective teaching.

EDUC 555 Comparative Education: A Global Perspective (3)
This course examines philosophical, theoretical, and practical basis of educational systems across the world: organization, administration, policy, and practice. The roles of education practitioners, students, parents, and community members are discussed. Students also examine the role of nation-states in developing educational systems and the mission of education in global societies.

EDUC 560 Supervised Administrative Internship Field Experience I (1-4)
This course is reserved for candidates who have been nominated by their employing districts as administrative interns. This applied course provides supervised experience in administrative positions. Interns are expected to exhibit competence in the areas of educational leadership, improvement of an educational program, and management of educational personnel, school/community relations, legal and financial aspects of public education, educational governance and politics, and school management. Competency is monitored by the APU faculty through the intern's daily journal and monthly intern workshops.

EDUC 561 Supervised Administrative Internship Field Experience II (1-4)
This course is reserved for candidates who have been nominated by their employing districts as administrative interns. This applied course provides supervised experience in administrative positions. Interns are expected to exhibit competence in the areas of educational leadership, improvement of an educational program, and management of educational personnel, school/community relations, legal and financial aspects of public education, educational governance and politics, and school management. Competency is monitored by the APU faculty through the intern's daily journal and monthly intern workshops.

EDUC 565 Supervised Field Experience in School Administration I (3)
This applied course provides experience in the school setting so that competencies may be developed under actual, rather than simulated, conditions. Candidates are expected to exhibit competence in the areas of educational leadership, improvement of an educational program, and management of educational personnel, school/community, legal and financial aspects of public education, educational governance and politics, and school management.

EDUC 566 Supervised Field Experience in School Administration II (3)
This applied course provides experience in the school setting so that competencies may be developed under actual, rather than simulated, conditions. Candidates are expected to exhibit competence in the areas of educational leadership, improvement of an educational program, and management of educational personnel, school/community, legal and financial aspects of public education, educational governance and politics, and school management.

EDUC 567 Supervised Field Experience: Resource Specialist (3)
Students receive supervised resource specialist experiences at selected sites. Emphasis is on interaction with various staffs, working with parents, and implementation of the 94-142 Public Law and A.B. 3075 mandates.

EDUC 570 Sociology of Education (3)
Education is viewed from a sociological perspective, and professional educators study and discuss the educational implications of cultural concepts, social stratification, roles, and the place of the school and the teacher in the social structure.

EDUC 571 Curriculum Foundations (3)
This master's degree core course is designed to prepare candidates with both practical and theoretical understanding of curriculum in schooling. The course offers a study of the various approaches of curriculum construction and organization in the schools by examining the principles of curriculum improvement, change, and evaluation. The focus is on the theories, research, and best practice related to planning and developing curriculum and its implementation in schools and classrooms in order to address the needs of students in diverse communities.

EDUC 572 Advanced Educational Psychology (3)
Professional educators apply the latest research findings of contemporary psychologists to the challenges of classroom motivation, discipline, individual differences, learning styles, and evaluation modes.

EDUC 573 Philosophy/Ethics and History of Education (3)
This course is a survey of the historical and philosophical ideas that guide educational theory and practice. Emphasis is on ethical clarification and practical application of ideas in current, diverse educational settings. Basic to the course is the notion that valuable insights into American education can be obtained through a close examination of its historical development from the colonial era to the present. Emphases on various philosophical systems in education and on the related issue of worldviews are especially helpful in illuminating ever-present tensions in American education. American education cannot be adequately understood, nor can well-informed decisions be made by administrators, instructional staff, or others responsible for education, without the benefit of both historical and philosophical perspectives.

EDUC 574 Current Issues in Education (3)
Students investigate, analyze, discuss, and propose solutions for the most significant problems, concerns, and challenges in education today. They study current trends in curriculum, teaching practice, and school organization, and evaluate them in terms of the effectiveness of teaching and learning and the quality of life in the school community.

EDUC 575 Educational Research, Statistics, and Program Evaluation (3)
This course introduces students to the basic techniques of conducting and analyzing educational research and educational program evaluation. The course is designed to: provide students with basic information needed to understand the process involved in conducting research, enable students to design and conduct their own educational research projects, and permit students to read, understand, and critique the literature of educational research. Candidates are exposed to applications of statistical techniques, including descriptive, correlational, and inferential techniques as they apply to educational research and evaluation. Candidates develop skills in applying knowledge of basic processes and methodologies of developing a research proposal and carrying out a research project.

EDUC 580 Organization and Administration of American Education (3)
This course introduces students to how the organization of public schools in the United States is studied, including patterns of public school governance, educational finance, and the making of federal, state, county, and local educational policy. The course focuses on ways in which responsive, visionary leaders can harness human dynamics and motivation for improved student success and accountability when built on a foundation of moral and ethical leadership.

EDUC 581 Curriculum Leadership (3)
Curriculum improvement is investigated through advanced study of underlying design, principles, and practice in its development. Survey, inquiry, collaboration, application, and critical analysis build leadership skills that contribute to curriculum quality for classroom teachers, mentors, administrators, and in-service presenters. Emphasis is on research, implementation, and evaluation in planning and decision making.

EDUC 582 Schools and the Law (3)
Students in this course acquire background knowledge of federal, state, and local laws; court cases and legal opinions; and their applicability to the schools. Included are legal principles relating to youth conduct, contracts, liability, tort, employer-employee relations, equality of educational opportunity, and control of education. Moral/ethical truth seeking and visionary leadership principles informed by California and National statute are offered as tools for the reflective and responsive instructional leader.

EDUC 584 Supervision of Curriculum and Instruction (3)
The role of the school administrator is explored relative to the supervision of curriculum and instruction. Differentiated supervision, instructional program evaluation, and instructional team building are studied. Strategies for developing and planning curriculum are reviewed and analyzed. Historical development and current trends, as well as state legislative and educational requirements on curriculum and instruction, are considered. Students are supported in becoming critical thinkers who reflect carefully about responsive service to students, parents, faculty, and community members. Moral/ethical decision-making processes and concerns are emphasized.

EDUC 585 Leadership in Human Resource Administration (3)
The role of the school leader is studied as it relates to human resource administration. Skills are developed in collaboration with professionals in education. Included is a focus on personnel recruitment and selection, evaluation, professional development, collective bargaining, and personnel law. As future instructional leaders, candidates are trained in effective procedures for documenting performance for both classified and certificated employees in ways that are legal and ethical. Special attention is given to problem solving in conflict situations, collaborating with diverse ethnic and cultural groups, and developing trust in working with organizations.

EDUC 586 School Site Leadership (3)
Future responsive educational leaders study strategies for effective decision-making, long- and short-range planning, policy administration, improving community relations, personnel management, improvement of school climate, stress management, conflict resolution, and intradistrict communication. School-level budgeting and accountability, including federal and state Categorical Fund programs, are explored. Leadership is studied from a foundation of high ethical and professional standards.

EDUC 589A Research for Educators: Beginning Process (2)
This advanced course enables teachers to become more informed users and designers of educational research. Teachers begin the process of planning and implementing their own classroom or school-based inquiry. Through activities integrated in their own research process, teacher learn more about how to locate, value, and synthesize other relevant research; select and employ appropriate types of qualitative or quantitative methods of data gathering and analyze a variety of descriptive data. Teachers complete the process in EDUC 589B. *Prerequisite: Completion of student teaching if in teacher credential program*

EDUC 589B Research for Educators: Finish Reporting (1)
This course is a sequel to EDUC 589A, enabling teachers to complete their own research inquiry process and submit a final research report. Teachers work independently and conference with a faculty member and peers in order to review fully their data gathering, analyses, and results, and to revise and edit effectively their completed research reports. *Prerequisite: EDUC 589A*

EDUC 590 Seminar in Research Methods (3)
The organization, development, research, and writing of a thesis, including analysis and criticism of other theses, are emphasized.

EDUC 591 Thesis (4)

EDUC 599 Readings in Education (1-3)

EDUC 600 Budgeting and Managing Information Systems in K-12 Education – Human and Fiscal Resources (3)
School revenues, apportionments, budgetary procedures, costs, and business management are studied. The focus is on finance, budgeting, resource allocation, and personnel in the context of the state/local systems and their linkages to the quality of the instructional and broader school programs.

EDUC 610 Human Diversity and Social Context (3)
The theoretical and practical basis of educational administration in multicultural situations; the organization and administration of multicultural education, including multiethnic and multilingual programs; and translation of policy into practice are the focus of study.

EDUC 615 Politics and Policy Analysis in Education (3)
This course includes an analysis of administrative interaction with federal, state, and local forces, particularly school boards and interest groups, and the implications of public relations and administrative action.

EDUC 620 Administration and Supervision in K-12 Education (3)
Students study the role and responsibilities of leadership personnel in administration and supervision of elementary and secondary schools and evaluation of curricular, instructional, and staff effectiveness; management of staff development as part of the change process; and knowledge of communication and planning models in the school setting.

EDUC 661 Professional Field Experience I, Induction (1-2)
Students are required to enroll in EDUC 661 Professional Field Experiences I, Induction upon admission to the Tier II Program.

EDUC 662 Supervised Field Experience II (1-4)

EDUC 663 Supervised Field Experience III (1-4)

EDUC 664 Professional Field Experience IV, Assessment (2)

Library Media Teacher

LMT 500 School Library Center Media Management (3)
In this overview of the management of the school library media center, the library media teacher focuses on those elements that differ from responsibilities of a classroom teacher. The course examines planning, budgeting, marketing, community relations, policy development, legal concerns, facilities supervision of staff and students, and program evaluation. Professional ethics, organizations, and self-development, together with the power of access to information in society are emphasized.

LMT 505 Selection, Evaluation, and Management of Learning Resources (3)
This course focuses on the study of collection management in school library media centers. Students investigate criteria, tools, procedures, and policies for the analysis, selection, and evaluation of book and nonbook materials. The characteristics of different media and their appropriateness are examined.

LMT 510 Learning Resources for Elementary Schools (3)
The course focuses on reading and examining print and nonprint materials for elementary school students. There are opportunities for designing specific school media center programs, which use fiction and nonfiction books and other learning resources which enrich literacy in pluralistic democracies. Students apply analytical criteria for using anti-bias, inclusive materials of instructional merit which foster lifelong learning.

LMT 515 Learning Resources for Secondary Schools (3)
The course focuses on reading and examining print and nonprint materials for secondary school students. There are opportunities for designing specific school media center programs which use fiction and nonfiction books and other learning resources which enrich literacy in pluralistic democracies. Students apply analytical criteria for using anti-bias, inclusive materials of instructional merit which foster lifelong learning.

LMT 520 Organization and Cataloging of Learning Materials/Resources (3)
Students examine the theory and practice of bibliographic control, including the study of cataloging with machine-based representation of OCLC with knowledge of MARC, AACR2, and subject analysis using LCSH, Dewey, and LC classification for learning materials and resources in the school media center. In addition, students study the principles of online systems and microcomputer-based technical processing.

LMT 525 Information Retrieval and Reference Services (3)
The library media teacher learns to model and teach information skills, including location, retrieval, and evaluation of learning resources, as well as critical thinking. This course presents a 21st-century search procedure that systematically and thoroughly integrates print, nonprint, and electronic forms of information. The reference interview is emphasized as a vehicle for demonstrating to faculty and students both a sensitivity to diversity and client-centered care. The LMT is expected to integrate information literacy instruction with all curricular disciplines. The course includes advanced online search techniques.

LMT 530 School Library – Classroom Partnerships (3)
This course focuses on the role of the library media teacher in the curriculum. Students apply curriculum and instructional design models to supporting and partnering with classroom teachers. Included is the role of the LMT as instructional leader, equipped to lead professional development activities and to collaborate in planning, teaching, and evaluating multi-resource units and courses. The LMT is also competent in assembling and creating instructional materials, as well as in assisting colleagues and students to do so. Communication and human relations skills are integrated throughout the course.

LMT 535 Library Media Technologies (3)
In this course, students gain the ability to apply basic principles for the evaluation, selection, and curriculum applications of computers, video, video-disc, CD-ROM, audiovisual and other technologies appropriate for use in the school library media center. Students build practical skills in a variety of computer applications such as networking and the Internet, operating systems, multimedia design, and desktop publishing and analyze currently available software and hardware. Opportunities for the production of graphic, photographic, and audio learning materials are provided. *Prerequisites: Beginning skills with word processing and database management programs*

LMT 540 Current Topics in School Media Centers (3)
In this course, students investigate, analyze, discuss, and propose solutions for the most significant problems, concerns, and challenges in school media services today. They study current trends in curriculum, teaching/librarianship practices, and school media organization, and evaluate them in terms of the effectiveness of teaching and learning and the quality of life in the school community.

LMT 550 Field Experiences for the Library Media Teacher/Capstone (3)
The course offers practical field experiences in school media centers. Students have an opportunity to link theoretical content with practice, and observe library media teachers practicing their craft and engage in activities which reinforce the role of library media teachers as information specialist, instructional leader, teacher, as well as skills administrative leadership, management and organization, communication, diversity, human relations, literature and literacy, access to information, and professionalism. At the end of the program, students attend a one-week institute on the APU campus.

Physical Education

PE 509 Special Topics in Physical Education (3)
Students study specific current topics, trends, technologies, or innovative programs in the field of physical education and sport. The course covers theoretical and practical aspects of issues related to new problems or new possibilities for improving and enhancing teaching and learning within the field of physical education and sport.

PE 550 Sociology of Sport (3)
The evolution of sports and its role in American culture are studied. The ideals and problems represented in the interacting social forces of educational institutions, proprietary enterprises, and self-identification of athletics are thoroughly investigated.

PE 551 Curriculum Theory and Design in Physical Education (3)
A practical study of physical education and athletic programs from K-12, this course includes the design, management and implementation of such programs in relation to the California State Framework and the Standards of the California Teacher Credentialing program. Philosophy, principles, policies, and procedures are addressed.

PE 552 History and Philosophy of Physical Education (3)
This course is designed to explore both the historical and philosophical roots of the discipline. Particular attention is given to the time frame of the Antebellum Period to the present day structure of the profession. Philosophy fashions physical education and sport, thus a strong emphasis of different philosophies and their impact on the discipline are examined.

PE 560 Sports Medicine (3)
Students study sports injuries and accidents and the physiological and kinesiological problems which cause them. Rehabilitation techniques, as well as preventive theory, are discussed.

PE 561 Ethics in Physical Education and Athletics (3)
This course is designed to provide students with an understanding of the principles of moral reasoning, the effects of ethics, or the absence of ethics on physical education/athletics, and an opportunity to develop strategies to include ethics in their particular setting. Students will analyze research, consider historical and political perspective and evaluate and reinforce their personal morals, values, and principles as they relate to the profession of teaching and coaching.

PE 565 Physical Education, Athletics, and the Law (3)
This course focuses on the legal responsibilities of coaches and physical educators. The material is also applicable to those who teach sport skills in other recreational settings. It is designed to teach legal responsibilities concerning risk, nuisance, negligence, liability, current legislation, insurance, and other relevant legal implications.

PE 575 Advanced Principles of Physical Conditioning (3)
Theoretical and scientific concepts underlying physical conditioning of strength and endurance development are studied. Students analyze research, techniques, and application to conditioning programs in specific athletic events. Various weight training programs, diet, and nutrition are also examined.

PE 576 Trends and Issues in Physical Education and Sport (3)
Students identify and analyze problems unique to the physical education and athletic professions. Emphasis is placed on a general overview of issues germane to professional tensions arising within an educational setting. A pragmatic approach to problem solving is employed.

PE 577 Administration of Physical Education and Athletic Programs (3)
Management theories and techniques that apply to the administration of physical education and athletic programs are examined. Organizational behavior concepts are explored. Technical, human, and conceptual skills related to the organization are discussed. Philosophy, program development, operations, budgeting, personnel, and staff development are addressed.

PE 578 Psychology of Coaching (3)
Coaching is approached through an in-depth study of player and coach personality traits, motivation, communication, discipline, team building, testing and problems unique to today's athletes.

PE 580 Wellness and Fitness for Life (3)
This course is designed to examine wellness components and how they can be taught in the schools, on the fields, courts, recreation centers and homes to all ages from birth to death. Fitness for life components are also a focal point of the course; examining, studying and applying the ways they can become a vital part of the student's and each person's life with whom they come in contact.

PE 581 Techniques of Fundraising (3)
Overview of finance, fundraising skills and methods; emphasis on developing realistic objective and workable action plans. Topics include direct mail fundraising, endowments, major gift solicitation, memorial giving, and philosophy of giving.

PE 582 Seminar in Professional Literature in Physical Education and Sport (3)
This course is designed to pursue a study of literature in the various sub disciplines of physical education. The seminar will discuss various topics and current issues related to the changing profession. A written, professional article submitted to a referred journal is part of the requirement for this course.

PE 589A Research for Educators (2)

PE 589B Research for Educators (1)

PE 599 Readings in Physical Education (1-3)
This course is an independent study, arranged with a faculty member on the physical education staff.

Special Education

SPED 509 Technology in Special Education (3)
Students in this course introduces the use of media and technology and its impact on the delivery of services for students with disabilities. Devices (hardware and software) that may be used to adapt computers to the needs of the disabled child are considered such as audiovisual production equipment, commercial instructional materials, and augmentative communication devices as well as other devices that may be necessary to provide an appropriate education for students with disabilities. *(Level II students only)*

SPED 515 Clinical Experience in Teaching Reading and Writing (3)
This course offers intensive instruction for special education credential students in reading and language arts methods that is grounded in methodically sound research and includes exposure to instructional programs adopted for use in California and other public schools. The course includes systematic, explicit, and meaningfully applied instruction in reading, writing, speaking, and listening aligned with state-adopted academic content standards. Modifications for teaching special needs students, including second language learners, are also included. This course is specially designed for direct application of learning by intern teachers. *Prerequisite: Admission to Special Education Program; corequisites: SPED 530 and SPED 565A*

SPED 516 Methods of Teaching Reading and Writing, K-8 (3)
This course offers intensive instruction for special education in reading and language arts methods that is grounded in methodically sound research and includes exposure to instructional programs adopted for use in California and other public schools. This course included systematic, explicit, and meaningfully applied instruction in reading, writing, speaking, and listening aligned with state-adopted academic content standards. Modifications for teaching special needs students, including second language learners, are also included. This course is specially designed for direct application of learning by intern teachers. *Prerequisite: Admission to Special Education Program; corequisites: SPED 530 and SPED 566A*

SPED 530 Introduction to Individual Differences (3)
Students are introduced to individuals with exceptional needs, cultural differences, socioeconomic disadvantages, and sexual biases, in order to achieve awareness of and sensitivity to the needs and feelings of persons with differing experiences. There is an introduction to the legal requirements of educating learners in the least restrictive environments. This course is approved by the California Commission on Teacher Credentialing to meet the mainstreaming requirements for a Clear Teaching Credential.

SPED 531 Tests, Measurements, and Instructional Planning (3)
Students study the validity and reliability of current tests, interpretation of test results, and their application to the instructional planning analysis of norm- and criterion-referenced measurement and development of objective-based programs.

SPED 535 Counseling, Collaboration, and Consultation (3)
This course assists students in developing skills necessary for successful communication and collaboration and teamwork with administrators, teachers, paraprofessionals, and parents in providing services to individuals with exceptional needs.

SPED 536 Diagnosis of Mild to Moderate Disabilities (3)
Students study learning disabilities and educational retardation theories concentrating on assessment, diagnosis, and remediation of deficits in behavioral skills and underlying abilities.

SPED 537 Theories and Interventions in Behavior Disorders (3)
Students examine interdisciplinary theories and intervention strategies as they relate to the education of children with behavior disorders.

SPED 538 Special Education Issues: Mild to Moderate Disabilities (3)
This course provides original analysis of important conceptual and practical issues that face professionals involved in educating individuals with disabilities. It addresses issues surrounding home-school-community partnerships. This course is designed heighten concern for educational outcomes for all students, and to examine the challenges from alternative practices such as school choice, transitional services, and inclusion creates for the professional and student in the field of special education. *(Level II students only)*

SPED 539 Field Experience (1)
This course offers practical field experience related to the content of the corequisite course. *Corequisite: SPED 536*

SPED 540 Mild to Moderate Disabilities in General Education (3)
This course helps the prospective teacher candidates to organize their classroom to make education equitable for all students. Special practices that enable all students to achieve to the best of their abilities are delineated.

SPED 547 Implementation of Special Education Legislation (3)
An overview of special education legal mandates is provided to students as articulated in the Individuals Disabilities Educational Act. Students also study techniques of conducting pupil identification, planning IEP meetings, coordinating individualized education programs, monitoring timelines, and observing parents' rights and due process procedures. *(Level II students only)*

SPED 554 Effective Intervention, Implementation, and Collaboration (3)
This course builds on the knowledge, skills, and strategies candidates acquire during course work for a preliminary teaching credential. Each candidate: (a) becomes familiar with statutory provisions of the Individuals with Disabilities Education Act (IDEA), subsequent changes in the act, and any new, relevant statutory requirements; (b) discusses the statutory and/or local provisions relating to the education of students who are gifted and talented; (c) demonstrates the ability of create a positive, inclusive climate for individualized, specialized instruction and the assessment of students with special needs and/or abilities; and (d) demonstrates the use of instructional strategies to provide students with disabilities appropriate learning opportunities to master grade-level, state-adopted academic content standards for students at high performance levels. Finally, each candidate demonstrates the ability to establish cooperative and collaborative relationships with community and school professionals significant to the education of students with disabilities and with students' care givers, as well as with community and school professionals significant to the education of students who are gifted and talented. *This course fulfills the CCTC Standard for Exceptional Learner course work required for 2042 Clear Credential. It requires permission of the program director and may not be taken prior to being recommended for the 2042 Preliminary Teaching Credential.*

SPED 562 Supervised Field Experience: Exceptional and Nonexceptional Individuals (3)
Students are provided with on-site experience including exposure to individual differences, involvement with testing and case studies, participation in parent conferences and IEP meetings, and provision counseling and/or consultation as appropriate to students, staff, and parents.

SPED 565A Practicum 1 – Supervised Field Experience: Exceptional and Non-exceptional (1)
Students receive 2 credits for 18 weeks (two terms; Fall I and Fall II or Spring I and Spring II). Track B students are provided with on-site experience including exposure to individual differences, involvement with testing and case studies, participation in parent conferences and IEP meetings, and provision counseling and /or consultation as appropriate to students, staff, and parents. At the end of the semester, students must submit a portfolio with a summary of the hours spent in fieldwork on each objective in the plan. There are two workshops, one for each nine-week term, scheduled on a Saturday. *Prerequisite: admission to Special Education Program; corequisites: SPED 515 and SPED 530*

SPED 565B Practicum 1 – Supervised Field Experience: Exceptional and Non-exceptional (1)
Track B students are provided with on-site experience including exposure to individual differences, involvement with testing and case studies, participation in parent conferences and IEP meetings, and provision counseling and /or consultation as appropriate to students, staff, and parents. Students receive 2 credits for 18 weeks (two terms; Fall I and Fall II or Spring I and Spring II). At the end of the semester, students must submit a portfolio with a summary of the hours spent in fieldwork on each objective in the plan. There are two workshops, one for each nine-week term, scheduled on a Saturday. *Prerequisite: admission to Special Education Program; corequisites: SPED 535 and SPED 540*

SPED 566A Practicum 1 – Supervised Field Experience: Exceptional and Non-exceptional (1)
The practicum covers an 18-week period of time for 2 units of credit. Track A students complete two consecutive terms for a minimum of 45 hours of field experience completed during each term. Students are provided with on-site experience including exposure to individual differences, involvement with testing and case studies, awareness of procedures of parent conferences and IEP meetings, and provision counseling and/or consultation as appropriate to students, staff, and parents. At the end of the semester, students must submit a portfolio with a summary of the hours spent in fieldwork on each objective in the plan. This course enables the institution to determine when candidates are ready to begin daily, supervised teaching. There are two workshops, one for each nine-week term, scheduled on a Saturday. *Prerequisite: admission to Special Education Program; corequisites: SPED 516 and SPED 530*

SPED 566B Practicum 1 – Supervised Field Experience: Exceptional and Non-exceptional (1)
The practicum covers an 18-week period of time for two units of credit. Track A students complete two consecutive terms for a minimum of 45 hours of field experience completed during each term. Students are provided with on-site experience including exposure to individual differences, involvement with testing and case studies, awareness of procedures of parent conferences and IEP meetings, and provision counseling and/or consultation as appropriate to students, staff, and parents. At the end of the semester, students must submit a portfolio with a summary of the hours spent in fieldwork on each objective in the plan. This course enables the institution to determine when candidates are ready to begin daily, supervised teaching. There are two workshops, one for each nine-week term, scheduled on a Saturday. *Prerequisite: admission to Special Education Program; corequisites: SPED 535 and SPED 540*

SPED 571 Student Teaching I, K-8 (9)
Students complete a semester of full-time, supervised student teaching in public schools, with all the responsibilities normally included in a teaching assignment. *Corequisite TEP 570*

SPED 575A Intern Student Teaching I, K-8 (1)
Credit is given for a nine-week term in Fall I or Spring I (SPED 575A) or Fall II or Spring II (SPED 575B) of full-time supervised teaching in public schools as an intern teacher under contract. The intern teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site.

SPED 575B Intern Student Teaching I, K-8 (1)
Credit is given for a nine-week term in Fall I or Spring I (SPED 575A) or Fall II or Spring II (SPED 575B) of full-time supervised teaching in public schools as an intern teacher under contract. The intern teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site. *Corequisite SPED 575A*

SPED 576A Clinical Experience in Teaching (1)
Students complete a semester of full-time, supervised student teaching in appropriate public school K-8 classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CCTC requirements and other applicable state requirements are recommended for Preliminary Mild to Moderate Disabilities K-12 Specialist Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by November 1 for the spring semester. *Prerequisite: Student must turn in application and be cleared prior to student teaching and successfully complete program requirements: RICA, Certificate of Clearance, U.S. Constitution, Subject Matter, EDUC 504, EDUC 572, and SPED 566A/B*

SPED 576B Clinical Experience in Teaching (1)
Students complete a semester of full-time, supervised student teaching in appropriate public school K-8 classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CCTC requirements and other applicable state requirements are recommended for Preliminary Mild to Moderate Disabilities K-12 Specialist Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by November 1 for the spring semester. *Prerequisite: Student must turn in application and be cleared prior to student teaching and successfully complete program requirements: RICA, Certificate of Clearance, U.S. Constitution, Subject Matter, EDUC 504, EDUC 572, and SPED 566A/B*

SPED 581 Student Teaching I, 7-12 (9)
Students complete a semester of full-time, supervised student teaching in public schools, with all the responsibilities normally included in a teaching assignment. *Corequisite TEP 580*

Teacher Education

TEP 500 Special Topics in Education (1-3)
NOTE: Please consult teacher education faculty for a list of courses required for the Intern Credential Program.

TEP 505 Educational Foundations and Classroom Experiences, K-8 (3)
This course introduces students to the art and profession of teaching as they study the historical, philosophical, political, and legal foundations of education in America. Students also reflect on themselves as teachers, extend and evaluate their personal philosophies of education, and explore their position on major issues, concerns, and challenges in schools today and for the future. Included are tools related to survival pedagogy including classroom management, introduction to general methods for effective lesson planning and teaching, usage of state frameworks and academic content standards, application of learning theory to student success, identification of appropriate teaching strategies for special needs students and English language learners, and the application of technology as a tool to support teaching and learning. This course is specifically designed for direct application of learning to the classroom by intern teachers. *Prerequisite: admission to Multiple-Subject or Special Education Credential Program; Multiple-Subject corequisites: TEP 515 and TEP 565A*

TEP 506 Educational Foundations and Classroom Management, K-8 (3)
This course introduces students to the art and profession of teaching as they study the historical, philosophical, political, and legal foundations of education in America. Students also reflect on themselves as teachers, extend and evaluate their personal philosophies of education, and explore their position on major issues, concerns, and challenges in schools today and for the future. Included are tools related to survival pedagogy including classroom management, introduction to general methods for effective lesson planning and teaching, usage of state frameworks and academic content standards, application of learning theory to student success, identification of appropriate teaching strategies for special needs students and English language learners, and the application of technology as a tool to support teaching and learning. This course is specifically designed for direct application of learning to the classroom by students in fieldwork. *Prerequisite: admission to Multiple-Subject or Special Education Credential Program; Multiple-Subject corequisites: TEP 516 and TEP 566A*

TEP 507 Educational Foundations and Classroom Experiences, 7-12 (3)
This course introduces students to the art and profession of teaching as they study the historical, philosophical, political, and legal foundations of education in America. Students also reflect on themselves as teachers, extend and evaluate their personal philosophies of education, and explore their position on major issues, concerns, and challenges in schools today and for the future. Included are tools related to survival pedagogy including classroom management, introduction to general methods for effective lesson planning and teaching, usage of state frameworks and academic content standards, application of learning theory to student success, identification of appropriate teaching strategies for special needs students and English language learners, and the application of technology as a tool to support teaching and learning. This course is specifically designed for direct application of learning to the classroom by intern teachers. *Prerequisite: admission to Single-Subject Credential Program; corequisites: TEP 517 and TEP 567A*

TEP 508 Educational Foundations and Classroom Management, 7-12 (3)
This course introduces students to the art and profession of teaching as they study the historical, philosophical, political, and legal foundations of education in America. Students also reflect on themselves as teachers, extend and evaluate their personal philosophies of education, and explore their position on major issues, concerns, and challenges in schools today and for the future. Included are tools related to survival pedagogy including classroom management, introduction to general methods for effective lesson planning and teaching, usage of state frameworks and academic content standards, application of learning theory to student success, identification of appropriate teaching strategies for special needs students and English language learners, and the application of technology as a tool to support teaching and learning. This course is specifically designed for direct application of learning to the classroom by students in fieldwork. *Prerequisite: admission to Single-Subject Credential Program; corequisites: TEP 518 and TEP 568A*

TEP 515 Clinical Experiences in Teaching Reading and Writing, K-8 (3)
This course offers intensive instruction in reading and language arts methods that is grounded in methodically sound research and includes exposure to instructional programs adopted for use in California and other public schools. The course includes systematic, explicit, and meaningfully applied instruction in reading, writing, speaking, and listening aligned with state-adopted academic content standards. Modifications for teaching special needs students, including second language learners, are also included. This course is specially designed for direct application of learning by intern teachers. *Prerequisite: admission to Multiple-Subject Credential Program; corequisites: TEP 505 and TEP 565A*

TEP 516 Methods of Teaching Reading and Writing, K-8 (3)
This course offers intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to instructional programs adopted for use in California and other public schools. This course included systematic, explicit, and meaningfully applied instruction in reading, writing, speaking, and listening aligned with state-adopted academic content stands. Modifications for teaching special needs students, including second language learners are also included. This course is specially designed for direct application of learning by intern teachers. *Prerequisite: admission to Multiple-Subject Credential Program; corequisites: TEP 506 and TEP 566A*

TEP 517 Clinical Experiences in Teaching Reading and Writing, 7-12 (3)
This course includes intensive instruction in reading and language arts methods that is grounded in methodically sound research. Exposure to well-designed instructional programs enables students to examine a comprehensive, systematic program of instruction that is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework, and includes explicit and meaningfully applied instruction in reading, writing, and related language skills and strategies. The study of secondary reading and language arts methods includes effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students including student with varied reading levels and language backgrounds. *Prerequisites: admission to Single-Subject Credential Program; corequisites: TEP 507 and TEP 567A*

TEP 518 Methods of Teaching Reading and Writing, 7-12 (3)
This course includes intensive instruction in reading and language arts methods that is grounded in methodically sound research. Exposure to well-designed instructional programs enables students to examine a comprehensive, systematic program of instruction that is aligned with the state-adopted academic content standards for student in English Language Arts and the Reading/Language Arts Framework, Students study explicit and meaningfully applied instruction in reading, writing, and related language skills and strategies and methods of guiding and developing the content-based reading and writing abilities of all students. Including students with varied reading levels and language backgrounds. *Prerequisite: admission to Single-Subject Credential Program; corequisites: TEP 508 and TEP 568A*

TEP 525 Clinical Experiences in Teaching Mathematics, K-8 (3)
This course emphasizes the teaching of mathematics in the elementary school, including instructional design, analysis of math curriculum, material selection that is developmentally appropriate, and student assessment in the intern setting. Emphasis is on effective teaching that utilizes a variety of resources strategies, and problem solving, including ways to adapt curriculum and instruction to students with special needs including linguistically and/or culturally diverse students. This course is specifically designed for direct application of learning by intern teachers. *Prerequisite: admission to Multiple-Subject Credential Program; corequisites: TEP 535 and TEP 565B*

TEP 526 Methods of Teaching Mathematics, K-8 (3)
This course emphasizes the teaching of mathematics in the elementary school, including instructional design, analysis of math curriculum, material selection that is developmentally appropriate, and student assessment in the intern setting. Emphasis is on effective teaching that utilizes a variety of resources, strategies, and problem solving, including ways to adapt curriculum and instruction to students with special needs including linguistically and/or culturally diverse students. This course is specifically designed for direct application of learning by intern teachers. *Prerequisite: admission to Multiple-Subject Credential Program; corequisites: TEP 536 and TEP 566B*

TEP 527 Clinical Experiences in Teaching Strategies, 7-12 (3)
Strategies for the secondary teacher introduced in this class include: lesson planning, multiple models of instruction, classroom and time management practice, and integration of multiple intelligences research. Cooperative learning theory and practices commonly used in secondary schools are explored as a primary model of instruction. Students investigate and respond to current popular media portrayals of teachers and teaching methods in theatre, films, television, and/or the popular press, with an intent to understand the stereotypes and myths that surround the role of a teacher. Students have opportunities to plan instructional experiences, deliver instructions, and reflect upon the theory-to-practice, fantasy-to-reality experience of becoming a teacher. *Prerequisite: admission to Single-Subject Credential Program; corequisites: TEP 557 and TEP 567B*

TEP 528 Teaching Strategies, 7-12 (3)
Various strategies of instruction commonly used in secondary schools are explored. Students have opportunities to plan instructional experiences and evaluate their use. *Prerequisite: admission to Single-Subject Credential Program; corequisites: TEP 558 and TEP 568B*

TEP 535 Clinical Experiences in Teaching Science, K-8 (3)
This course covers the principles and methodology of teaching science in the elementary school involving instructional design, material selection for hands-on experimentation, and student assessment. Emphasis is on effective teaching that utilizes a variety of resources, strategies, reading and writing connections, problem-solving, and science applications. *Prerequisite: admission to Multiple-Subject Credential Program; corequisites: TEP 525 and TEP 565B*

TEP 536 Methods of Teaching Science, K-8 (3)
This course covers the principles and methodology of teaching science in the elementary school involving instructional design, material selection for hands-on experimentation, and student assessment. Emphasis is on effective teaching that utilizes a variety of resources, strategies, reading and writing connections, problem-solving, and science applications. *Prerequisite: admission to Multiple-Subject Credential Program; corequisites: TEP 526 and TEP 566B*

TEP 545 Clinical Experiences with Integrating the Humanities, K-8 (3)
This course introduces ways to connect moral and civic education with the social sciences and the arts through thematic teaching and a wide use of quality children's literature and performing and visual arts. Emphasis is on a meaning-centered, thinking, diverse humanities curriculum designed to meet the needs of all students including those with special needs and culturally and linguistically diverse backgrounds. This course is specifically designed for direct application of learning by intern teachers. *Prerequisite: admission to Multiple-Subject Credential Program; corequisite: TEP 575B*

TEP 546 Methods of Integrating the Humanities, K-8 (3)
This course introduces ways to connect moral and civic education with the social sciences and the arts through thematic teaching and a wide use of quality children's literature and performing and visual arts. Emphasis is on a meaning-centered, thinking, diverse humanities curriculum designed to meet the needs of all students including those with special needs and culturally and linguistically diverse backgrounds. *Prerequisite: admission to Multiple-Subject Credential Program; corequisite: TEP 576B*

TEP 547 Clinical Experiences in Curriculum and Assessment, 7-12 (3)
Practice models of curriculum planning and student assessment are investigated in this course. Curriculum planning includes development of extended, multi-lesson units, and thematic and cross-content integrated units. An integrated, 10-lesson thematic unit is developed in small groups. Students practice integrating three different content areas, planning, and presenting their final collaborative project. Formal and informal assessment methods are explored and applied to lesson delivery, unit assessment, and teaching to academic content standards and frameworks. Authentic assessment, rubrics, portfolio assessment, and assessment practices for multimedia projects are discussed. Current secondary standardized testing is examined. *Prerequisite: admission to Single-Subject Credential Program; corequisites: EDUC 405, EDUC 504, and TEP 577A*

TEP 548 Curriculum Planning and Assessment, 7-12 (3)
The assessment, content, and methods of secondary education are examined. *Prerequisite: admission to Single-Subject Credential Program; corequisites: TEP 578A and TEP 588*

TEP 555 Clinical Experiences in Teaching English Language Learners, K-8 (3)
This course involves research, resources, and method- ology for delivering a balanced, comprehensive program of instruction in reading, writing, and related language arts areas in linguistically and/or culturally diverse elementary classrooms. This course affords prospective teachers opportunities to examine, analyze, apply, and evaluate general and specific teaching strategies and materials focusing on English language acquisition for English learners (ELL), utilizing sheltered English strategies (SDAIE), and focusing on acquisition of all related contents areas. *Prerequisite: admission to Multiple-Subject Credential Program; corequisites: EDUC 405, EDUC 504, and TEP 575A*

TEP 556 Methods of Teaching English Language Learners, K-8 (3)
This course involves research, resources, and method- ology for delivering a balanced, comprehensive program of instruction in reading, writing, and related language arts areas in linguistically and/or culturally diverse elementary classrooms. This course affords prospective teachers opportunities to examine, analyze, apply, and evaluate general and specific teaching strategies and materials focusing on English language acquisition for English learners (ELL), utilizing sheltered English strategies (SDAIE), and focusing on acquisition of all related contents areas. *Prerequisite: admission to Multiple-Subject Credential Program; corequisites: TEP 576A and TEP 586*

TEP 557 Clinical Experiences in Teaching English Language Learners, 7-12 (3)
This course affords teacher candidates opportunities to learn and communicate knowledge and strategies that will help students attain content-area literacy in the single-subject credential program. This includes examining and experiencing teaching strategies and materials for developing students' receptive and expressive language skills, as well as critical thinking skills. An introduction to principles of language in first- and second-language acquisition, and practice in using SDAIE and ELD strategies form a portion of class content. *Prerequisite: admission to Single-Subject Credential Program; corequisites: TEP 527 and TEP 567B*

TEP 558 Methods of Teaching English Language Learners, 7-12 (3)
This course involves research, resources, and methodology for delivering a balanced, comprehensive program of instruction in reading, writing, and related language arts areas in linguistically and/or culturally diverse single-subject classrooms. Prospective teachers gain opportunities to examine, analyze, apply, and evaluate general and specific teaching strategies and materials focusing on English language acquisition for English learners (ELL), utilizing sheltered English strategies (SDAIE), and focusing on acquisition of all related content areas. *Prerequisite: admission to Single-Subject Credential Program; corequisites: TEP 528 and TEP 568B*

TEP 565A Pre-Intern Teaching I, K-8 (1)
Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in public schools as an intern teacher under contract. The intern teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site. *Prerequisite: admission to Multiple-Subject Credential Program; corequisites: Multiple-Subject students TEP 505 and TEP 515*

TEP 565B Pre-Intern Teaching II, K-8 (1)
Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in public schools as an intern teacher under contract. The intern teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site. *Prerequisite: admission to Multiple-Subject Credential Program and TEP 565A; corequisite: Multiple-subject students TEP 525 and TEP 535*

TEP 566A Field Experience I, K-8 (1)
This course offers an introductory exploration of public schools integrating field experience in the classroom with concurrent credential methods course work. Students complete two consecutive terms, earning one unit of credit for a minimum of 30 hours of field experience completed during each term. This course enables the institution to determine when candidates are ready to begin daily, supervised teaching. *Prerequisites: admission to Multiple-Subject Credential Program, TEP 506, and TEP 516*

TEP 566B Field Experience II, K-8 (1)
This course offers an introductory exploration of public schools integrating field experience in the classroom with concurrent credential methods course work. Students complete two consecutive terms, earning one unit of credit for a minimum of 40 hours of field experience completed during each term. This course enables the institution to determine when candidates are ready to begin daily, supervised teaching. *Prerequisites: admission to Multiple-Subject Credential Program and TEP 566A; corequisites: Multiple-subject TEP 526 and TEP 536; special education students, please see advisor for corequisites*

TEP 567A Pre-Intern Teaching I, 7-12 (1)
Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in a public school. Full-time public school teachers fulfill all responsibilities for which a beginning teacher is accountable with mentorship provided by both the university and the school site. *Prerequisite: admission to Single-Subject Credential Program; corequisites: TEP 507 and TEP 517*

TEP 567B Pre-Intern Teaching II, 7-12 (1)
Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in a public school. Full-time public school teachers fulfill all responsibilities for which a beginning teacher is accountable with mentorship provided by both the university and the school site. *Prerequisite: admission to Single-Subject Credential Program and TEP 567A; corequisites: TEP 527 and TEP 557*

TEP 568A Field Experience I, 7-12 (1)
This course offers practical field experience enabling candidates to comprehend the principles, practices, and content presented in the related corequisite course. This course also enables the institution to determine when candidates are ready to begin daily, supervised teaching. *Prerequisite: admission to Single-Subject Credential Program; corequisites: TEP 508 and TEP 518*

TEP 568B Field Experience II, 7-12 (1)
This course offers practical field experience enabling candidates to comprehend the principles, practices, and content presented in the related corequisite course. This course also enables the institution to determine when candidates are ready to begin daily, supervised teaching. *Prerequisite: admission to Single-Subject Credential Program and TEP 568A; corequisites: TEP 528 and TEP 558*

TEP 570 Student Teaching Seminar, K-8 (3)
The purpose of the seminar is to discuss problems common to student teachers and address individual concerns. Extensive use is made of outside resource people. *Prerequisite: Student must turn in application and be cleared prior to student teaching.*

TEP 575A Intern Teaching I, K-8 (1)
Credit is given for a nine-week term in Fall I or Spring I (TEP 575A) or Fall II or Spring II (TEP 575B) of full-time supervised teaching in public schools as an intern teacher under contract. The intern teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site. *Prerequisite: Student must turn in application and be cleared prior to intern teaching.*

TEP 575B Intern Teaching II, K-8 (1)
Credit is given for a nine-week term in Fall I or Spring I (TEP 575A) or Fall II or Spring II (TEP 575B) of full-time supervised teaching in public schools as an intern teacher under contract. The intern teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site. *Prerequisite: admission to Multiple-Subject Credential Program and TEP 575A; corequisite: TEP 545*

TEP 576A Student Teaching I, K-8 (2)
Students complete a semester of full-time, supervised student teaching in appropriate public school K-8 classrooms, with assignments at the primary and intermediate level. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CCTC requirements and other applicable state requirements are recommended for the SB 2042 Preliminary Multiple-Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by November 1 for the spring semester. *Prerequisite: admission to Multiple-Subject Credential Program; student must submit application and be cleared prior to student teaching; corequisites: TEP 556 and TEP 586*

TEP 576B Student Teaching II, K-8 (2)
Students complete a semester of full-time, supervised student teaching in appropriate public school K-8 classrooms, with assignments at the primary and intermediate level. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CCTC requirements and other applicable state requirements are recommended for the SB 2042 Preliminary Multiple-Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by November 1 for the spring semester. *Prerequisites: admission to Multiple-Subject Credential Program and TEP 576A; corequisite: TEP 546*

TEP 577A Intern Teaching I, 7-12 (1)
Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in public schools as an intern teacher under contract. With permission granted by the single-subject program director, a teaching contract in a WASC-approved private school may be used for this requirement. The intern teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site. Intern teachers must prove competency according to the CCTC-required Teaching Performance Assessments (TPAs). *Prerequisite: admission to Single-Subject Credential Program; student must submit application and be cleared prior to intern teaching; corequisites: EDUC 405, EDUC 504, and TEP 547*

TEP 577B Intern Teaching II, 7-12 (1)
Credit is given for a nine-week term in Fall I or Spring I (TEP 577A) or Fall II or Spring II (TEP 577B) of full-time supervised teaching in public schools as an intern teacher under contract. The intern teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site. An "Intern Teaching Application" which includes such requirements as verification of subject matter and competency must be submitted and approved before the supervised term begins. *Prerequisites: admission to Teacher Education Program and TEP 577A; corequisite: EDCO 592*

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 580 Student Teaching Seminar, 7-12 (3)
The purpose of the seminar is to discuss problems common to student teachers and address individual concerns. Extensive use is made of outside resource people. *Prerequisite: Student must turn in application and be cleared prior to student teaching.*

TEP 586 Student Teaching Seminar, K-8 (3)
The purpose of the seminar is to discuss problem common to student teachers in K-8 classrooms, address individual concerns, and readdress legal issues. The course culminates in the presentation of a professional teaching portfolio completed throughout the credential program. Extensive use is made of outside resource people. *Prerequisite: admission to Multiple-Subject Credential Program. A school placement for student teaching is required for enrollment. This course is only for students who have a applied and been cleared for student teaching prior to the beginning of this class; corequisites: TEP 556 and TEP 576A*

TEP 588 Student Teaching Seminar, 7-12 (3)
The purpose of the seminar is to discuss problem common to student teachers in K-8 classrooms, address individual concerns, and readdress legal issues. The course culminates in the presentation of a professional teaching portfolio completed throughout the credential program. Extensive use is made of outside resource people. *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*

Department of Higher Education and Organizational Leadership

Faculty

Chair, Department of Higher Education and Organizational Leadership; and Program Director, College Student Affairs; and Associate Professor: Sharyn Slavin Miller, Ph.D.

Program Director, College Student Affairs, Summer Track; and Associate Professor: Carol Lundberg, Ph.D.

Program Director, Organizational Leadership; and Professor: Dave McIntire, Ed.D.

Program Director, Organizational Leadership, Operation Impact; and Professor: Grace Barnes, Ph.D.

Professor: Dennis Sheridan, Ph.D., Ed.D.

Associate Professor: Pamela M. Christian, Ph.D.

Programs Offered

- Master of Education in College Student Affairs
- Master of Arts in Organizational Leadership
- Master of Arts in Organizational Leadership - Operation Impact
- Master of Arts in Leadership and Organizational Studies

Introduction

For more than 30 years, Azusa Pacific University has been a leader in providing graduate education for those preparing for leadership roles in diverse organizational settings. Graduates of the degree programs offered by the department may be found in key roles in colleges and universities, churches, mission and ministry organizations, government, business, health care, public service, and the nonprofit sector.

The department offers the Master of Education in College Student Affairs, the Master of Arts in Organizational Leadership, and the Master of Arts in Leadership and Organizational Studies.

Master of Education in College Student Affairs

The graduate program in college student affairs at Azusa Pacific University prepares individuals to become student affairs educators whose special interest is college students and the environments that affect their development as persons and as scholar-students.

The focus of the field of college student affairs (CSA) is students — serving, supporting, and challenging them in the out-of-classroom environment, and helping them maximize the educational and developmental benefits of their college experience. The skills and special training of college student affairs professionals offer three invaluable contributions:

- *To the institution* – CSA serves as the primary vehicle for attaining the institution's mission within the co-curriculum.
- *To the students* – CSA serves as a source of co-curricular services and activities in support of both their curricular education and their personal growth and maturation.
- *To both the institution and its students* – CSA is one of the few dominant integrative forces on the campus that strives to interpret the institution holistically to its students, according to their individual needs and aspirations.

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

Program Delivery Options

The master's degree program is offered in two formats.

1. One option is a two-year on-campus program for students attending graduate school full time. Classes are held on a weekly basis utilizing the university's nine-week term schedule. Students pursuing this option who are employed three-quarters time or more are encouraged to complete their program over three years instead of two.
2. Another option is a three-year summer track for working professionals who are already employed in the field of college student affairs. Students pursuing this option attend intensive class sessions during two-week periods in the summers followed by study projects and assignments to be completed in the subsequent twelve months in a distributed-learning format supported by Web-based technology.

Career Opportunities

Graduates from the M.Ed. program in college student affairs pursue career opportunities in residential life, career development, campus ministries, admissions, counseling and testing, academic support services, student activities, student financial services, service learning, and many other co-curricular campus programs.

Student Outcomes

Because the specific roles of student affairs practitioners vary greatly across functions and institutional types, the graduate program in college student affairs seeks to prepare student affairs educators who have a generalist perspective of the profession and who possess the basic competencies necessary to be successful in a wide range of circumstances. Specifically, upon completion of the graduate program, students should be able to demonstrate competence in these areas:

- A well-defined moral, ethical, and spiritual compass
- Visionary leadership
- Quality programming
- Assessment and evaluation
- Counseling and personal development
- Budgeting and fiscal management
- Educational mission and processes
- Legal and ethical issues
- Effective campus and community relationships
- Managing conflict and crisis
- Multicultural awareness, knowledge, and skills
- Technology

Admissions

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

Program-specific application requirements are available online at www.apu.edu.

International students have a separate application procedure. Contact the office of International Student Services at (626) 815-3055 or www.apu.edu/international/iss/.

Prerequisites

In order to be admitted into the program, students should provide evidence of the following:

1. A baccalaureate degree from a regionally accredited institution
2. Baccalaureate or master's grade-point average of at least 3.0 on a 4.0 scale
3. Three references: two faculty and one student affairs professional preferred
4. International students who have graduated from a college or university where English was not the principal language, must provide the minimum TOEFL score of 550/213.

Requirements

The College Student Affairs Program consists of a total of 39 semester units of course work. Of this total, at least 31 must be taken at APU. Up to eight semester units of appropriate graduate work may be transferred into the program with department approval.

The course work is divided into three major components: foundational studies, professional studies, and integration.

Foundational studies are those which explore the historical, philosophical, and theoretical bases of higher education and student affairs as well as assisting students in the assessment of their personal leadership skills. *Professional studies* are those which assist students in developing competencies in program design and evaluation, administration, counseling, and research. The *integration* of the theoretical and practical is provided through supervised experiences and the Capstone Project.

Foundational Studies		**12 units**
CSA 551	Introduction to College Student Affairs	3
CSA 567	The Role of Diversity in Student Affairs Practice	3
CSA 575	Quantitative Analysis in College Student Affairs	3
CSA 581	Foundations of Higher Education	3

Professional Studies		**24 units**
CSA 543	Legal and Ethical Issues in College Student Affairs	3
CSA 552	The Process of Adult Development	3
CSA 553	Administration in College Student Affairs	3
CSA 562	Today's College Students	3
CSA 563	Counseling: The Helping Relationship	3
CSA 571	Student Learning in the Co-Curriculum	3
CSA 583	Counseling Issues and Practice	3
CSA 592	Program Evaluation in College Student Affairs	3

Integration and Supervised Practice

– Capstone Project and Colloquium

– 600 hours of supervised field placement in two practice areas

Electives	**3 units**
Total	**39 units**

Fieldwork

All students are required to complete a minimum of 600 hours of supervised fieldwork in student affairs practice in a college or university. This fieldwork must be completed in at least two distinct areas with at least 150 hours of supervised fieldwork in each.

Graduate Assistantships

Azusa Pacific University provides a number of graduate assistantships for students enrolled in the College Student Affairs Program. A student who receives a graduate assistantship is required to enroll in three units of graduate course work in the program each term. Graduate assistants are expected to work 600 hours over the academic year, for which they receive a stipend and a 50 percent tuition scholarship.

Capstone Project

During the final semester, students are required to complete a professional portfolio which contains evidence of competence in 12 aspects of student affairs practice. The presentation of the portfolio should be before a committee of at least one faculty and two student affairs professionals who will evaluate and reflect with the student regarding the effectiveness of the project. Successful completion of this project is required for graduation.

Course Descriptions

College Student Affairs

CSA 543 Legal and Ethical Issues in College Student Affairs (3)
This course provides an examination of the major legal and ethical issues confronting contemporary student affairs professionals. Emphasis is placed on federal regulations and mandates, constitutional issues, tort liability, contractual relationships, distinctions between public and private sector institutions of higher education, and ethical standards of the student affairs profession.

CSA 551 Introduction to College Student Affairs (3)
An introduction to and overview of the field of college student affairs is offered with emphasis upon its historical and philosophical foundation, its basic documents, and its primary objectives within American colleges and universities. Students survey and analyze the typical programs and services which the college student affairs field delivers within American colleges and universities.

CSA 552 The Process of Adult Development (3)
Students study and critique selected human development theories relevant to the process of being and becoming an adult. An overview of models for translating theory to practice and assessment techniques to be applied to individuals, groups, and the environment is provided.

CSA 553 Administration in College Student Affairs (3)
Strategies, techniques, and issues related to the organization and administration of college student affairs' functions and divisions are stressed. Organizational structure, staff selection, training, supervision, budgeting, planning, policy development, and leadership as well as program implementation and evaluation are addressed.

CSA 562 Today's College Students (3)
Students are provided with a review and analysis of the ecology of college students in contemporary American higher education. Student characteristics, subcultures, values, beliefs, lifestyles, and other critical variables are examined in relation to assessment methods and policy/program implications.

CSA 563 Counseling: The Helping Relationship (3)
This course includes an introduction to and overview of various theoretical approaches to the helping relationship and an examination of helping techniques (with culturally diverse populations) as applied through advising, crisis intervention, and consultation roles. Behavior development and change as an interpersonal process is addressed. Practice in role-playing situations involving various helping and human relations skills is included.

CSA 567 The Role of Diversity in Student Affairs Practice (3)
This course introduces the attitudes, beliefs, values, skills, knowledge, and self-awareness necessary for student affairs professional to serve diverse student populations.

CSA 571 Student Learning in the Co-Curriculum (3)
Students are exposed to a dual study of theory and research pertaining to student learning as it occurs outside the classroom in the higher education setting. The course focuses on strengths for creating seamless learning experiences that extend beyond those offered in the formal curriculum, partnering with faculty members, and creating conditions that effectively engage students in educationally purposeful activities.

CSA 575 Quantitative Analysis in College Student Affairs (3)
Students explore the basic elements of descriptive and inferential statistics, and use a statistical software package to develop computer skills necessary for quantitative analysis. The application of data analysis to student affairs practice is emphasized. It is strongly recommended that students complete this course prior to enrolling in CSA 592 Program Evaluation and Research Methods.

CSA 581 Foundations of Higher Education (3)
Students explore and analyze the various purposes served by American colleges and universities and the principal policy questions currently confronting these institutions. Classic works and events that have influenced professional thought, public opinion, and policy related to higher education are addressed.

CSA 583 Counseling Issues and Practice (3)
Conflict, crisis, and dysfunctional behavior on the college campus are examined. Specific attention is given to the key issues relevant to culturally diverse student populations, including prejudice, substance abuse, promiscuity, suicide, cults, and eating disorders. An opportunity for the development of skills applicable to college student affairs roles is provided through laboratory experience/practice.

CSA 585 Strengths-Based Approaches to Student Success and Retention (3)
The course offers a critical analysis of strengths-based educational theory and practice with an emphasis on how awareness and application of strengths can increase college student success and retention. Students develop and evaluate theoretical principles of strengths-based education and apply those principles into higher education practice.

CSA 592 Program Evaluation in College Student Affairs (3)
This course provides an introduction to basic concepts, principles, and methods of evaluation and research in the social sciences. Problem identification, research/ program design, instrument development, data collection techniques, fundamental statistical tests, cost/benefit analyses, and interpretation of findings are addressed. Critical analysis of relevant literature is emphasized.

CSA 599 Readings in College Student Affairs (3)
This course is an independent study vehicle through which students and their sponsoring faculty members may pursue approved investigations beyond those provided within regular course offerings.

Master of Arts in Organizational Leadership

The Master of Arts in Organizational Leadership is designed for experienced professionals who hold positions of leadership. The program is appropriate for those interested in understanding how the process of human growth and development influences and enhances inter-organizational life and productivity and how to lead personal and organizational change processes. The nature of the degree is interdisciplinary, intercultural, international, and organizational. The degree program provides an action-research emphasis for informed decision making.

Requirements

Students pursuing the Master of Arts in Organizational Leadership must complete 39 semester units of course work. Up to eight units of appropriate graduate work may be transferred into the program by petition. The interdisciplinary nature of the program provides the student with a general background in organizational leadership. Choosing a mentor, orientation meetings, faculty advising, and a final celebration help provide cohesiveness to the student's experience. The final Capstone Project in Organizational Leadership allows the student to design and complete field research studies. The project provides creative application of learning to the individual's organization.

Admission Procedures

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

International students for on-campus traditional programs have a separate application procedure. Contact the Office of International Student Services (626) 812-3055 or iss@apu.edu.

1. Completed Application for Graduate Admission
2. A $45 nonrefundable application fee for on-campus traditional students
3. A nonrefundable $50 processing fee will take the place of the application fee for Operation Impact students only
4. Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
5. Bachelor's degree from a regionally accredited institution
6. Minimum baccalaureate or master's grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criterion if competency can be shown.)
7. Three recommendation forms submitted by professors or employers who have current knowledge of applicant's academic ability and potential
8. Letter to the dean describing educational goals as well as short- and long-term professional goals and addressing such topics as future career objectives, educational and professional goals, current interests, and reason for applying to the program

9. Résumé or Statement of Experience
10. International students who have graduated from a college or university where English was not the principal language, must provide the minimum TOEFL score of 550/213.

All materials should be sent to:

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

Located at:
568 E. Foothill Blvd.
Azusa, CA 91702-7000
(626) 815-4570
Fax (626) 815-4545 • (626) 815-4571
graduatecenter@apu.edu
www.apu.edu

International and Operation Impact non-U.S. citizen applicants send forms to:

Office of International Student Services
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 815-3801
iss@apu.edu

Program Requirements

Foundational Studies		***15 units***
LDRS 501	Foundations of Personal Leadership Development	3
LDRS 529	Ethics in a Changing Organizational Environment	3
LDRS 561	Group and Conflict Issues in Leadership	3
LDRS 591	Organizational Behavior and Development	3
LDRS 592	Program Evaluation and Research Methods in Leadership Studies	3

Professional Studies		***21 units***
LDRS 500	Academic Writing Skills	3
LDRS 510	Creative and Collaborative Leadership	3
LDRS 516	Mentoring and Developing Leaders for the Future	3
LDRS 520	Understanding Vocation in a Changing World	3
LDRS 534	Leader as an Agent of Change	3
LDRS 542	Leading across Cultures	3
LDRS 552	Adult Development	3
LDRS 563	Counseling and Coaching Skills for Leaders	3
LDRS 571	Instructional Design and Training Strategies for Leaders	3
LDRS 574	Servant Leadership	3
LDRS 597	Current Issues in Leadership	3
LDRS 598	Special Topics	3
LDRS 599	Readings in Leadership Studies	3
Integration		
LDRS 595	Capstone in Leadership	3 or 6
Total		**39 units**

Operation Impact Program

Azusa Pacific University's Operation Impact Program provides continued educational support internationally to leaders of mission organizations, nongovernment organizations, nonprofit enterprises, and government enterprises by delivering the Master of Arts in Organizational Leadership Program in a distributed-learning approach to global learning groups worldwide.

The program consists of one- or two-week intensives held throughout the year, but primarily May through August, during which a student enrolls in up to four courses. The intensive sessions are followed by semester-long study projects contracted for each course with professors via email, online, and utilizing the Internet including the APU Library resources. These projects, like the classes themselves, relate directly to each student's occupational responsibilities.

Contact the department for the list of courses offered in each country, (626) 815-5483.

Course Descriptions

Organizational Leadership

LDRS 500 Academic Writing Skills (3)
This course improves the academic writing skills of students who intend to pursue graduate work in Operation Impact. Students attain knowledge, skills, and awareness of various writing tasks, including summaries, critiques (book and/or article reviews), data commentaries, and research papers. In addition to analyzing various forms of academic writing, students also focus on discourse-level and sentence-level mechanics, vocabulary, and grammar structures. Students also learn to adhere to APA formatting while avoiding unintentional plagiarism. Pre-writing, drafting, and revising are addressed through interactive exercises such as interviews and peer editing. To the extent possible, assignments are tied to the students' graduate course work.

LDRS 501 Foundations of Personal Leadership Development (3)
This course encourages students to become aware of, understand, and accept themselves and others as whole persons with potential. It provides an opportunity to develop one's personal philosophy of wellness related to the body, mind, and spirit; recognize the concepts and diversity of wellness; and incorporate one's philosophy and knowledge as a wellness agent within organizational and leadership roles to facilitate wholeness in others.

LDRS 510 Creative and Collaborative Leadership (3)
This course enables students to integrate the concepts of personality, leadership, and creativity; investigate collaborative leadership; identify and apply creativity and preferred leadership styles; and explore the effects leadership styles can have on given organizational communities.

LDRS 516 Mentoring and Developing Leaders for the Future (3)
This course focuses on the process and practice of leadership development both for individuals and groups of people within organizations and communities for future sustainability. Models, systems, and programs are presented. Mentoring and empowerment concepts lead to real-life applications of these skills.

LDRS 520 Understanding Vocation in a Changing World (3)
This course focuses on understanding one's true overarching vocation in life as it connects to the purposes of God in this world to steward the earth and its peoples. One's vocation then influences what one does with his/her life. The concepts of career are continually changing, but work/life planning continues to be important personally and professionally. Students have the opportunity to use various self-assessment tools and diagnostic instruments to evaluate their own working history, interests, skills, values and career anchors. Students also learn to design career programs for organizational settings.

LDRS 529 Ethics in a Changing Organizational Environment (3)
This course raises the student's moral recognition level, provides a process for making moral decisions in an organizational context, and considers ethical problems according to Christian principles. Moreover, this course explores the role of ethics in the study of leadership on both the personal and theoretical levels.

LDRS 534 Leader as an Agent of Change (3)
The leadership role is one of the most important roles in the group structure. The course begins with an examination of some of the defining problems regarding leadership and continues with a study of different leadership styles and the contexts in which each style is most effective.

LDRS 542 Leading across Cultures (3)
Many courses provide knowledge of the cultural differences that exist in nations, organizations, and communities. Sometimes the knowledge of the differences becomes a barrier: preventing many leaders from being active and effective. It is one thing knowing cultural differences, it is another thing to develop the skills to harness the differences to stay in business. The course introduces an ethno-leadership theory, a model, with a how-to approach for leading across cultures. It is designed to investigate leadership values underlying national, organizational and community behaviors that are crucial to effective leadership in a given context.

LDRS 552 Adult Development (3)
This course provides an examination of selected theories of adult development in the context of organizational leadership. Utilizing a multidisciplinary approach, the developmental issues that individuals confront in the workplace are analyzed and accessed from a theoretical perspective, and programs and approaches to address these issues are designed. Relevant tools for assessment and evaluation of individuals, groups, and organizations are introduced.

LDRS 561 Group and Conflict Issues in Leadership (3)
This course helps the student understand small-group behavior. It uses experience-based methods, case studies, reading material, and simulation. The course examines role behavior, group dynamics, conflict control, leadership, and group development. It also addresses motivation and problem solving as essential elements of organizational behavior.

LDRS 563 Counseling and Coaching Skills for Leaders (3)
This course includes an introduction to and overview of various theoretical approaches to the helping relationship and an examination of helping techniques (with culturally diverse populations) and coaching roles. Behavior development and change as an interpersonal process is addressed. Practice in role-playing situations involving various helping and human relations skills is included.

LDRS 571 Instructional Design and Training Strategies for Leaders (3)
This course focuses on methods to assess an organization's training and development needs, and designing and implementing training strategies and programs that address those needs in order to promote learning organizations. Analysis and application of adult learning theories in relation to program design and training strategies are explored.

LDRS 574 Servant Leadership (3)
This course explores biblical, historical, and contemporary theories, models, and perspectives of leadership and how they relate to issues of power, authority, manipulation, influence, persuasion, and motivation; leadership effectiveness skills in the areas of understanding organizational culture, group process, communication, and conflict resolution; leadership efficiency focusing on visioning, goal setting, self-management, understanding of leadership styles, preferences, and the learning process; and leadership empowerment and the stewardship of human resources. The objective of the course is to encourage the discovery and utilization of one's leadership knowledge, skills, and attitudes as one influences others wherever one lives, works, and serves, with an emphasis on servant-leadership values. Offered concurrently as an undergraduate and graduate course.

LDRS 591 Organizational Behavior and Development (3)
Students undertake an investigation of the effective functioning of individuals and groups within organizational cultures. Emphasis is on applying conceptual knowledge to major organizational challenges and issues such as productivity, motivation, conflict, decision making, job stress and satisfaction, task accomplishment and accountability, and leadership and organizational development and change.

LDRS 592 Program Evaluation and Research Methods in Leadership Studies (3)
This course provides an introduction to basic concepts, principles, and methods of evaluation and research in leadership settings, focusing on the evaluation of a specific program. It addresses problem identification, research design, instrument development, data collection techniques, fundamental statistical tests, and interpretation of findings. Redesign of the program as a result of the evaluation may lead to development of the Capstone Project.

LDRS 595 Capstone Project in Leadership (3 or 6)
Field research enables learners to identify, develop, and study an area of interest. The study involves problem analysis and a literature review; the development, testing, and evaluation of a new idea, program, concept, etc., and the submission of a summary of the process for publication or presentation. The project provides an opportunity to utilize the learning and skills acquired in the graduate program.

LDRS 597 Current Issues in Leadership (1 or 3)
Current topics are chosen for discussion, research, and decision making relevant to the College of Student Affairs and Leadership Studies programs.

LDRS 598 Special Topics (3)
In this course, a topic of current interest or need is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, provide training for a particular population, or enhance personal development. If students elect this course more than once during their program, each course must address a different topic.

LDRS 599 Readings in Leadership Studies (3)
The independent study vehicle allows students and their sponsoring faculty members to pursue approved investigations beyond regular course offerings.

Center for Adult and Professional Studies

Faculty

Executive Director, and Professor: Fred Garlett, Ed.D.

Professor: Ruth Anna Abigail, Ph.D.

Associate Professors: Richard Durfield, Ph.D.; Cathy Heffernan, Ph.D.

Instructor: Stephanie Fenwick, M.A.

Director of Faculty: Julie Jantzi, Ph.D.

Program Director, Human Development: Gordon Jorgenson, M.A.Ed.

Introduction

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

The classes provide the learner with strength in the qualitative areas of organizational life. MLOS Program graduates understand the requirements and functions of leadership and ethics. Such students have a contemporary, global vision for multicultural matters, research, strategic planning, management, and decision making.

Master of Arts in Leadership and Organizational Studies

The MLOS Degree

The program leading to the MLOS degree is a 20-month, 33-unit, lock-step program with teams of 16-24 students who complete the course work together.

The MLOS Team Program

This lock-step program consists of 11 courses totaling 33 units. Each course meets one evening per week for eight weeks, from 6-10 p.m. The student takes two classes each semester. The following proforma schedule lists the required courses:

MLOS 500	Research in Organizations	3
MLOS 501	Group and Team Dynamics	3
MLOS 504	Managerial Marketing	3
MLOS 514	Information Systems for Managers	3
MLOS 516	Organizational Behavior and Analysis	3
MLOS 517	Human Resource Management	3
MLOS 529	Leadership and Managerial Ethics	3
MLOS 551	Leadership in Organizations	3
MLOS 561	Conflict and Negotiation in Organizations	3
MLOS 570	Improving Quality and Productivity	3
MLOS 578	Strategy and Planning	3
Total		**33 units**

Each student should check with the Center for Adult and Professional Studies for the sequence of courses required, (626) 815-5301.

NOTE: There are no transfer courses allowed in this program.

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

Admission Requirements

The student entering the MLOS Program is required to:

1. Hold a bachelor's degree from a regionally accredited college or university.
2. Possess a baccalaureate or master's grade-point average of 3.0 or better. (Students with an undergraduate grade-point average of 2.5-2.99 may be considered for admission on a provisional basis. Such students will be allowed one semester to demonstrate their ability to continue graduate work by achieving a grade-point average of 3.0 or better.)

All aspects of the applicant's file are considered – rigor of the undergraduate curriculum, academic performance as an undergraduate student, work experience, personal references, and personal goal statement. The above items and a $45 application fee should be sent to:

Center for Adult and Professional Studies
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000
(626) 815-5301
Fax (626) 815-5417
aps@apu.edu

Course Descriptions

MLOS 500 Research in Organizations (3)
This course offers the student the opportunity to study research methodology as it relates to the needs and goals of the organization. The emphasis of this course is on the means by which research processes create information for organizations through both primary and secondary research methods.

MLOS 501 Group and Team Dynamics (3)
This course focuses on the contribution of small groups and teams to organizational functioning. Students examine how group and team membership, role dynamics, work habits, and decision-making behavior affect the overall effectiveness of organizations.

MLOS 504 Managerial Marketing (3)
Students review the basic functions of marketing and the development of marketing process, marketing mix, and marketing environment. A planning approach using problems, case studies, and readings places the student in the role of marketing manager. Preparation of a research project or marketing plan is an essential part of the course.

MLOS 514 Information Systems for Managers (3)
This course introduces students to computers in a business context. As a manager, the student needs a basic understanding of the use of the computer as a tool in solving operational and managerial problems. While productivity tools and microcomputers are used, the emphasis is on users of computers rather than development of computer specialists. Topics include: the management of computer resources; fundamentals of computers, including the hardware and software available to computer users; word processing and management information systems; and common and specialized computer applications in business.

MLOS 516 Organizational Behavior and Analysis (3)
The purpose of this class is to investigate the impact that individuals, groups, and structures have on behavior within organizations for the purpose of applying such knowledge toward improving an organization's effectiveness. This course examines role behavior, group dynamics, communication, conflict, leadership, organizational structure, and motivation.

MLOS 517 Human Resource Management (3)
Students study the establishment of human resource objectives and requirements in an organization. Emphasis is on executive decision making in dealing with formal employee-employer relationships. Collective bargaining, organization of employees, negotiation, and administration of collective bargaining agreements are covered.

MLOS 529 Leadership and Managerial Ethics (3)
This course raises the student's moral recognition of ethical issues of the organization's functions and environments. Leadership, as it applies to the management of power and authority issues, is studied. Emphasis is placed on ethics and leadership as illustrated by Christian principles.

MLOS 551 Leadership in Organizations (3)
This course explores the essential aspects of leadership and examines tools used by leaders to conduct business in today's rapidly changing environment. Students study leadership, influence, budgetary control, and management; focus on gender and diversity issues within organization; and examine skills, capabilities, and knowledge managers must have to successfully perform in the context of local, regional, and global cultures.

MLOS 561 Conflict and Negotiation in Organizations (3)
This course focuses on the processes of informal conflict in organizations, as well as more formal situations of negotiation and bargaining. By observing conflict and negotiation in a variety of settings, the student learns multiple methods of analysis and response to this type of organizational situation.

MLOS 570 Improving Quality and Productivity (3)
This course provides an introduction to fundamental concepts and methods of quality and productivity improvement and examination of the OD professional's role in designing and implementing programs to improve quality of products and services. Particular emphasis is placed on understanding the forces that make quality and productivity critical organizational issues.

MLOS 578 Strategy and Planning (3)
Planning is a process of setting missions, goals, and objectives and determining what should be done to accomplish them. It is a decision-making activity through which managers act to ensure the future success of their organizations and work units. To be effective, plans must be illuminated by strategy which sets critical direction and guides the allocation of resources.

Department of Doctoral Studies in Education

Faculty

Chair, Department of Doctoral Studies in Education; Director, Center for Strengths-Based Education; and Professor: Laurie Schreiner, Ph.D.

Program Director, Ed.D. in Higher Education Leadership; and Professor: Dennis Sheridan, Ph.D., Ed.D.

Program Director, Ed.D. in Educational Leadership (K-12); and Associate Professor: Christopher Quinn, Ed.D.

Professor: Patricia Bonner, Ph.D.

Associate Professors: Gail Houghton, Ph.D.; Ying Hong Jiang, Ph.D.; Daniel Lawson, Ph.D.; Jenny Yau, Ed.D.

Programs Offered

- Doctor of Education in Educational Leadership (K-12)
- Doctor of Education in Higher Education Leadership

Accreditation

The Doctor of Education program is accredited by the Western Association of Schools and Colleges (WASC) and the National Council for Accreditation of Teacher Education (NCATE). The Tier II Administrative Credential is authorized by the California Commission for Teacher Credentialing.

Introduction

The Department of Doctoral Studies in Education offers programs for educators who desire to enhance their leadership roles in K-12 settings or in higher education.

The Department of Doctoral Studies in Education strives to prepare values-driven scholars and leaders to have a positive impact on student learning and social justice in education.

The ***K-12 Program*** prepares graduates to assume elementary and secondary administrative positions at a school site, district office, or the county, state, and federal levels in public or private education. It also provides expertise for leadership and mentoring roles in teacher education departments in colleges, faculty development, education agencies, district offices, schools, departments, and grade-level teams. Curriculum development, independent consulting, and research are other career possibilities. The conceptual framework for the program responds to the standards of the Interstate School Leadership Licensure Consortium (ISLLC), as well as the California Professional Standards for Educational Leaders (CPSEL).

The program is offered via a cohort model with courses on Wednesdays on the Azusa campus, Thursdays for the Los Angeles cohort, and Saturdays at the Orange County Regional Center. The cohort completes two sequenced courses each term. A national cohort will begin in fall 2006 with courses offered in late July on the Azusa campus and in regional locations throughout the year.

The ***Higher Education Leadership Program*** prepares graduates for leadership roles in colleges and universities, especially in student development, academic support, academic leadership, and institutional administration. It is offered via a cohort model that involves twice yearly visits to the Azusa campus, for two weeks in early January and two weeks in July.

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

Core Values of the Doctoral Programs in Education

All doctoral programs in education are driven by these core values:

- A Christian worldview that enables students to become "big picture thinkers" who are people of character and integrity
- A strengths-based perspective on learning and leadership that encourages students to become the persons they were created to be
- A commitment to rigorous research that makes a difference in real-world settings
- A belief that diversity is a strength that enhances learning for all
- A passion for learning and for learners of all ages
- A commitment to mentoring doctoral students academically, personally, and spiritually

Program Outcomes

Graduates of APU's doctoral programs in education are expected to be change agents for students' learning: culturally aware, strengths-focused, outcomes-driven, and skilled in motivating diverse learners. To this end, the transition from the role of "student" to that of "scholar" involves diligent preparation, active participation in the community of scholars within the department, intellectual engagement, self-regulation, coherent professional writing, and collegiality. In addition, students are expected to give thoughtful consideration to application of principles of academic integrity in their academic work and professional practice.

Application Requirements

The following materials are required of each applicant to the Ed.D. program. Each application is evaluated as a whole.

1. Completed Application for Graduate Admission
2. A $45 nonrefundable application fee (not required of students previously admitted to a graduate program at Azusa Pacific)
3. Official transcripts from all institutions leading to, and awarding, the applicant's baccalaureate degree and all post-baccalaureate study (This is not required of students for whom Azusa Pacific already has such records. To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center: Admissions at Azusa Pacific University. Students' sealed copies will not be considered official.)
4. A master's degree in education or a closely related field from a regionally accredited institution
5. Minimum graduate GPA of 3.5 on a 4-point scale (Provisional admittance may be granted to individuals who do not meet this criterion, if competency can be shown.)
6. Evidence of satisfactory completion of graduate course work in the corequisite areas listed for each emphasis (Corequisites not completed prior to admission must be completed by examination or course work during the first year of doctoral study.)
7. Three recommendations on doctoral forms, one completed by the applicant's supervisor and all from persons who can attest to the applicant's potential for doctoral study and leadership (Tier II Credential candidates must have at least two of their recommendations from administrators.)
8. Evidence of five years of relevant professional experience (Ed.D. applicants who lack appropriate experience but meet the other admissions criteria may be admitted provisionally and, subsequently, complete experiences to broaden their base of practical experience.)
9. A statement of intent, double-spaced, describing the applicant's educational goals and reasons for choosing this doctoral program, short- and long-term professional goals, professional activities, and research interests
10. A writing sample that demonstrates the applicant's ability to write cogently and use research and professional literature effectively in developing ideas and arguments (e.g., a master's thesis, a scholarly article published in a journal, a comprehensive course paper, or a major district report)
11. Results of the Graduate Record Examination (GRE) taken within the last five years should be sent directly from the testing agency to the Graduate Center. While the Doctoral Admissions Committee considers the applicant's entire application, combined verbal and quantitative scores of 1,000+ with an analytical writing score of 4.5 or better are predictive of success in the program.
12. For Tier II Credential candidates, a copy of their Preliminary (Tier I) Credential and verification with supervisor and district signatures of appointment to a full-time administrative position requiring the Tier I Credential
13. Other evidence of potential for leadership as the applicant desires
14. For international applicants who have graduated from a college or university where English was not the principal language, a minimum TOEFL score of 600/250 is required. Results of the Test of Written English are required; results of the Test of Spoken English are recommended. If the latter results are not submitted prior to admission, students may be required to follow procedures described under Admission Policies in this catalog. International applicants have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055 or email iss@apu.edu.

All materials should be submitted to:

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

Located at:
Azusa Pacific University
568 E.Foothill Blvd.
Azusa, CA 91702-7000
(626) 815-4570
Fax: (626) 815-4545 • (626) 815-4571
Email: graduatecenter@apu.edu
website: www.apu.edu

International applicants send forms to:

Office of International Student Services
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax: (626) 815-3801
Email: iss@apu.edu

Application Deadlines

Completed applications with all supporting documentation must be received by May 1 for July admission (Higher Education only), July 1 for September admission (Azusa K-12 Cohort), and November 1 for January admission (Orange County and Los Angeles cohorts).

Interview

Upon invitation, doctoral applicants complete an interview with at least one member of the doctoral faculty. The purpose of the interview is to meet the candidate, discuss career and educational goals, evaluate the match of the program to the student, and ascertain, at least initially, the applicant's potential for success in educational leadership.

Computer Requirement

Students must own or have ready access to a computer during their tenure in the program. The SPSS statistical software package is required of students in their research courses throughout the program. The University Bookstore makes arrangements to enable students to purchase computers and software at economical rates on convenient terms. Often, the required purchase of the laptop and software can be budgeted into student loans. For further information, please contact the Office of Graduate Student Financial Services in the Graduate Center at (626) 815-4570.

Residence Requirement

Students must meet a residence requirement by completing a minimum of 36 units in the program.

Admission Decisions

Applicants to the Ed.D programs must meet both the department and the university criteria for admission. Admission to the university is the first step in the process, but it does not guarantee admission to the program.

The department reserves the right to offer provisional admission to students who fail to meet all the specified admission criteria. In such cases, the program Admissions Committee specifies the additional requirements necessary for full admission and the time limit for completing them. Failure to meet these requirements may result in dismissal from the program.

Upon notification of admission, applicants have 60 days to confirm their intent to begin their doctoral studies at APU. The written confirmation should be delivered or emailed to the department.

Advisement

Upon admission, each student is assigned a faculty advisor. Academic advising is viewed as a collaborative relationship between the student and the faculty advisor; the purpose of the collaboration is to enable the student to achieve maximum benefits from his or her doctoral experience. The advisor's role is to work with the student to develop a plan for timely and successful completion of the doctorate. The student should plan to meet with the advisor at least annually; once the student selects a dissertation chair, that person usually assumes the role of faculty advisor as well.

Research Assistantships and Financial Aid

Federal Stafford loans and personal bank loans are available to all eligible graduate students through the Office of Graduate Student Financial Services located in the Graduate Center. Students are advised to contact that office early in the admissions process.

In addition, the university offers a limited number of research assistantships to doctoral students able to act as research assistants to doctoral faculty. Two types of assistantships are available, both on a competitive basis: a full-time assistantship is open to students who enroll in at least 2 courses per term and can devote 18 hours per week each term to research. A part-time assistantship is open to students who enroll in at least one course per term and can devote 9 hours per week each term to research. Both assistantships involve a modest stipend and 50 percent reduction in tuition.

Doctor of Education in Educational Leadership (K-12)

Program Director: Christopher Quinn, Ed.D.
(626) 815-5364,
cjquinn@apu.edu

The Ed.D. requires a total of 48 units, plus dissertation, assuming the student holds a master's degree in the field of education. The Ed.D. combined with the Tier II credential requires a total of 51 units. Both courses of study include a first-year review, a Guided Inquiry Project, and successful completion of the dissertation.

The emphasis of the degree is on Leadership for Learning. Students wishing to add an emphasis in Teaching and Learning must enroll in specified courses throughout the program as outlined by their advisor.

Schedule

The K-12 program is offered in a distributed-learning format, with approximately 80 percent face-to-face and 20 percent online instruction. Students are part of a cohort that completes two courses per term for three terms each year. Two schedules are available:

- One class meeting weekly in Azusa, Los Angeles, or Orange County.
- 10 days in late July/early August on the Azusa campus, plus either three extended weekends in regional locations or four Saturdays each term in regional locations.

The Azusa cohort opens each fall; the national and regional cohorts open each spring. The national cohort schedule enables educators outside the Los Angeles area and outside California to complete the degree. This schedule will become available in summer 2006.

Course Prerequisites

Applicants who do not have a master's degree in an education-related field are expected to complete master's-level course work or pass a competency exam in the following areas prior to enrolling in specific courses in the doctoral program. All students are required to pass the statistics review examination prior to enrolling in EDUC 740 Intermediate Statistics.

- Educational Psychology is a prerequisite for EDUC 730 Theories of Learning.
- Curriculum Foundations is a prerequisite for EDUC 734 Teaching Strategies for Diverse Learners.
- Educational Research and Statistics is a prerequisite for EDUC 740 Intermediate Statistics.
- History and Philosophy of Education is a prerequisite to enrolling in the second year of doctoral study.

Competency in these courses can be demonstrated through a master's-level course or a competency examination. A review packet is available to students who wish to take a competency exam to demonstrate their mastery of any of the above requirements.

Combined Ed.D. and Tier II Program

Students who have completed some or all of their Tier II (Professional Administrative Services Credential) at a regionally accredited university prior to beginning the Ed.D. program may petition to transfer up to 12 units of academic work toward the doctoral degree. Supervised field experience units are not accepted toward the Ed.D. degree. Transfer courses must have been earned with a grade of *B* or better within the preceding 10 years. In some cases, experienced educational leaders may petition for an extension of the 10-year limit, with justification on a course-by-course basis. Acceptance of such transfer units reduces the number of units required for the Ed.D. at Azusa Pacific University.

Students who receive transfer credit for courses EDUC 600, EDUC 610, EDUC 615, and EDUC 620 or equivalent may not take courses EDUC 715, EDUC 717, EDUC 714, or EDUC 728 for degree credit.

Please seek academic advising for this program, as state requirements may change.

Program of Study

Courses are offered in a specified sequence of two courses per term, three terms per year. Students desiring to add a Teaching and Learning emphasis on their diploma must consult with their advisor and request the emphasis during their first term of enrollment to ensure qualification.

Strengths and Diversity		***9 units***
EDUC 701	Strengths-Based Leadership for Teaching and Learning	3
EDUC 715	Diversity and Equity	3
EDUC 728	Building and Sustaining Community	3
Motivation and Learning		***9-12 units***
EDUC 730	Theories and Models of Learning	3
EDUC 731	Achievement Motivation	3
EDUC 734	Teaching Strategies for Diverse Learners	3
EDUC 737	Teaching and Learning in Higher Education (optional)	3
Leadership and Change		***12-15 units***
EDUC 705	Ethical Dilemmas in Educational Leadership	3
EDUC 714	Leading Change in Organizations	3
EDUC 717	Leadership Theories and Strategies in K-12 Education	3
EDUC 739	Professional Development and Adult Learning (optional)	3
EDUC 780	Global Communities of Practice K-12 (optional)	3

Research and Assessment ***15-18 units***

Choose between EDUC 742 and EDUC 747; EDUC 750 is optional.

EDUC 700	Proseminar in Doctoral Study	3
EDUC 740	Intermediate Statistics and Data Analysis	3
EDUC 741	Research Design	3
EDUC 742	Qualitative Research in Education	3
EDUC 746	Advanced Data Analysis	3
EDUC 747	Standards-Based Assessment	3
EDUC 750	Writing for Publication (optional)	3

Tier II Courses ***3 units***

Tier II courses count only toward the 51-unit combined Tier II-Ed.D. program. In conjunction with courses EDUC 714, EDUC 715, EDUC 717, EDUC 728 and appropriate field experiences, successful completion of these courses enables an Ed.D. student to obtain the Professional Administrative Services Credential in California. EDUC 661 is normally taken in the same term as EDUC 700; EDUC 664 is normally taken during the sixth or seventh term of doctoral study.

EDUC 661	Professional Field Experience I: Induction	1
EDUC 664	Professional Field Experience II: Assessment	2

Elective Courses

Students may petition to substitute an elective 700-level course for either course below. In addition, students who have completed all course work for the degree may take additional courses (except EDUC 794 or EDUC 795) at half tuition.

EDUC 798	Special Topics	1-3
EDUC 799	Readings in Educational Leadership and Administration	1-3

Dissertation Courses

When students begin dissertation work with their committee, they enroll in EDUC 794 for one semester and for EDUC 795 for each semester thereafter, until the dissertation has been successfully defended. Enrollment in these courses entitles a student to access faculty and university resources, including library databases and services. These courses do not count toward the total unit requirement for the Ed.D.

EDUC 794, 795	Dissertation Research	3, 3

A noncredit dissertation workshop is offered for all students as their cohort begins the third year of the program.

Sequence of Courses

Because this program is designed in a cohort model, students complete two courses per term with their cohort in a specified sequence. This sequence is subject to change, but currently is as follows:

Year I

Term 1: EDUC 700 and 701

Term 2: EDUC 730 and 740

Term 3: EDUC 715 and 741

Year II

Term 1: EDUC 717 and 731

Term 2: EDUC 728 and 750 or 780

Term 3: EDUC 705 and 714

Year III

Term 1: EDUC 734 and 742 or 747

Term 2: EDUC 746 and 737 or 739

Term 3: EDUC 794 (dissertation)

Doctor of Education in Higher Education Leadership

Program Director: Dennis Sheridan, Ph.D.
(626) 815-5485,
dsheridan@apu.edu

The Ed.D. requires a total of 48 units, plus dissertation, assuming the student holds a master's degree in a field related to higher education. The program of study includes a first-year review, a Guided Inquiry Project, and successful completion of the dissertation.

Schedule

The program in higher educational leadership meets on campus full time for two weeks each July and two weeks each January. At each visit, students conclude two courses and begin two new ones. Between sessions on campus, faculty and students are in communication with one another and assignments are submitted electronically. This schedule enables both U.S. residents and international students to participate in the program.

Sequence of Courses

Because this program is designed in a cohort model, students complete two courses in January and July in a specified sequence as follows:

Year I

July: EDUC 701 and 702

January: EDUC 744 and 727

Year II

July: EDUC 745 and 725, 707, and/or 723

January: EDUC 737 and 742 or 743

Year III

July: EDUC 721 and 712

January: EDUC 790 and 780 or 750

Corequisites

Upon admission or within the first year of study, all students must present evidence of mastery of specified course content. This evidence may be courses taken at Azusa Pacific University, courses taken elsewhere, or performance on competency exams. For each corequisite listed below, the Azusa Pacific University equivalent courses are indicated in parentheses.

History and Philosophy of Higher Education (CSA 581)
Educational Research and Statistics (CSA 575)

Program of Study

The doctoral program is 48 units, not including the required dissertation units. Most courses are 4 units, with some 2 unit courses. Some of the elective courses are offered in conjunction with travel to professional conferences or to international universities. Please read the complete course descriptions for more information.

Required Courses ***40 units***

EDUC 701 Strengths-Based Leadership for Teaching and Learning	4
EDUC 702 The Nature of Inquiry	4
EDUC 704 Christian Perspectives and Ethics in Higher Education	2
EDUC 712 Leading Change in Higher Education	4
EDUC 721 Diversity and Social Justice in Higher Education	4
EDUC 725 Administration in Higher Education	2
EDUC 727 The Social Context of Higher Education	4
EDUC 737 Teaching and Learning in Higher Education	4
EDUC 744 Research Design and Statistics I	4
EDUC 745 Research Design and Statistics II	4
EDUC 790 Doctoral Seminar in Research Studies	4

Elective Courses ***8 Units***

At least 2 of the elective units must include either EDUC 742 or EDUC 743.

EDUC 707 Principles of Student Retention	2
EDUC 723 Higher Education and the Law	2
EDUC 742 Qualitative Research Methods	2
EDUC 743 Program Evaluation in Higher Education	2
EDUC 750 Writing for Publication	2
EDUC 780 Global Communities of Educational Practice	2
EDUC 798 Special Topics	1-3

Dissertation Courses

When students begin dissertation work with their committee, after completion of the EDUC 790 seminar, they enroll in EDUC 794 for one semester and then in EDUC 795 for each semester thereafter, until the dissertation has been successfully defended. Enrollment in EDUC 795 is at a 50 percent reduction in tuition. Enrollment in these courses entitles a student access to faculty and university resources, including library databases and the services of the doctoral research librarian. These courses do not count toward the total unit requirement for the Ed.D.

EDUC 794 Dissertation Research	3-6
EDUC 795 Dissertation Research	3-6

Independent Study

Students may petition to take an Independent Study course to substitute for an elective 700-level course.

EDUC 799 Readings in Educational Leadership and Administration	1-3

Once a student has completed all course work for the degree, he or she may enroll in additional courses at half tuition.

Other Degree Requirements for Both Doctoral Programs

Residence and Study Load

Doctoral students are expected to complete a minimum of nine units per year.

Grading and Grade-point Average

Throughout higher education, and particularly at the doctoral level, commitment to learning should outweigh the pursuit of grades. Nonetheless, grading and the grade-point average continue to play a crucial role in students' careers. For doctoral students, the grade of *B* is considered average; a *C* grade is minimally acceptable. Courses graded *C-* and below are not applied toward doctoral degree requirements.

A doctoral student whose cumulative grade-point average falls below 3.0 is placed on academic probation. Students on probation for more than a total of two terms throughout their doctoral study may be dismissed from the Ed.D. program.

A doctoral student whose grade-point average falls between 3.0 and 3.2 is required to meet with his/her advisor to identify academic skills that may need to be strengthened and to plan appropriate action.

Policies regarding incompletes and withdrawals are set forth in the Academic Policies and Procedures section of this catalog.

First-year Review and Guided Inquiry Project

To evaluate success in meeting program goals and uphold the mission and objectives of the university and the School of Education and Behavioral Studies, the program design includes an extensive array of procedures for quality control and assessment. These include a first-year review when students have completed 12 units in the program, among which are at least 6 units at the 700 level. The first-year review calls for a self-assessment, a portfolio of course work, and a written qualifying exam. The student's academic performance is also reviewed. Continuation in the program is contingent upon a successful first-year review.

Upon passing the first-year review, the student undertakes a Guided Inquiry Project. A faculty mentor oversees the project, which is usually a literature review or pilot study leading toward the dissertation.

Upon successful completion of the Guided Inquiry Project and at least 42 units, the student may enroll in EDUC 790 (Higher Education Leadership program) or begin the dissertation (K-12 program).

Ethics Symposia and Conferences

Christian perspectives and moral and ethical issues in educational leadership form an essential strand in the doctoral program and are embedded within many courses and activities. The course specifically dedicated to this topic, EDUC 704/705, is required of all students. Students present at one and attend a total of two student symposia where the papers developed in EDUC 704/705 are shared.

In addition, students must attend two of the annual program conferences on research or current issues in education.

Advancement to Candidacy

Following successful completion of all course work and the Guided Inquiry Project, approval of the dissertation proposal, and recommendation by appropriate advisors, students are advanced to doctoral candidacy status.

Dissertation

The final step in the doctoral program is to design, implement, and write a report of a research study. Standards and procedures for the dissertation are defined by the doctoral faculty and are provided to students in a Dissertation Handbook.

The student defends the dissertation in a meeting with the faculty committee. Subsequently, the student participates in a public presentation of the research.

Students may neither participate in commencement nor have the degree posted to their transcript until the document has been accepted by the library.

Leaves of Absence

Students in good standing and making satisfactory progress toward their degrees who must interrupt their studies for a compelling reason (e.g., illness, study abroad, family conditions, or crises) may petition for a leave of absence for a stated period of time not to exceed two years. Requests for a leave must be in writing and state both the reasons for the leave and the semester in which the student will re-enroll. Leaves of absence must be approved by the chair of the Department of Doctoral Studies in Education and the dean of the School of Education and Behavioral Studies in advance of the semester for which the leave is requested.

Students who fail to return to enrolled status at the end of an approved period of leave, or after two consecutive semesters of non-enrollment, will be considered no longer in pursuit of an advanced degree and must petition for re-admission if they choose to continue their program at a later time. If re-admitted at a later date, student must meet any new program requirements.

Time to Degree Completion

By California law, Tier II candidates must complete the credential within five years of beginning their first administrative position. Doctoral students are permitted eight years from the date of initial enrollment to complete all requirements for the Ed.D. degree. Extensions beyond the eight-year limit may be granted at the discretion of the department chair and the dean of the School of Education and Behavioral Studies. Students needing an extension due to unusual circumstances must make their request in writing, stating the reasons for the extension and the expected date of degree completion.

Course Descriptions

EDUC 700 Proseminar in Doctoral Study (3)

The proseminar presents an introduction to Azusa Pacific University, its mission, facilities, faculty, and programs. It proceeds to an overview of doctoral study: program requirements, instructional approaches, and professional and personal implications. Students begin to examine Christian perspectives, ethical considerations, and the interplay of theory, research, and practice through reflection-in-action. They have intensive experience in locating and evaluating the literature of the field; they explore scholarly writing and possible dissertation topics.

EDUC 701 Strengths-Based Leadership for Teaching and Learning (3-4)

This course is a critical analysis of strengths-based educational theory and practice with an emphasis on how awareness and application of strengths can increase teaching, learning, and leadership effectiveness. Using case studies of excellence in educational practice, students develop and evaluate theoretical principles of strengths-based education and how to move an educational organization towards being a strengths-based institution. Research protocols are implemented and findings analyzed in a study of excellent teachers, learners, and educational leaders.

EDUC 702 The Nature of Inquiry (4)

This course seeks to introduce doctoral students to the nature of inquiry and its role in the discovery and dissemination of knowledge. Students will examine their personal and professional curiosities in formulating an original research question, performing literature searching and analysis, designing a rudimentary research methodology to explore the line of inquiry, collect and analyze data, and draw conclusions from the findings. To complement this process students will also begin to examine Christian perspectives, ethical considerations, and the interplay of theory, research, and practice.

EDUC 704 Christian Perspectives and Ethics in Higher Education (2)

Ethics is the study of what should be and what ought to be rather than what is. By examining the teachings of Jesus, students will examine ethical dilemmas of leadership within higher education and the context of the communities they serve. The role and function of integrity, justice, fairness, and courage in leadership are examined. Ethical dilemmas encountered by students in their leadership roles are explored using case study research methodologies, and evaluated in terms of value claims, propositions, and beliefs of contemporary philosophies and a Christian perspective of truth and life. Personal ethics are studied in terms of integrity in pursuing one's own sense of destiny and "calling" in the leadership roles assumed.

EDUC 705 Ethical Dilemmas in Educational Leadership (3)
Students examine ethical dilemmas of leadership within contemporary educational institutions and the context of the communities they serve. The role and function of integrity, justice, fairness, and courage in leadership are examined within public and nonpublic school settings. Ethical dilemmas encountered by students in their leadership roles are explored using case study research methodologies, and evaluated in terms of value claims, propositions, and beliefs of contemporary philosophies and a Christian perspective of truth and life. Personal ethics are studied in terms of integrity in pursuing one's own sense of destiny and "calling" in the leadership roles assumed.

EDUC 707 Principles of Student Retention (2)
This course examines the major theories of student retention, with an emphasis on their application to different types of students and institutions. Students will learn to conduct a retention audit, develop an institutional plan for student retention, and design effective programs to increase college student retention. This course is offered in conjunction with the National Conference on Student Retention and attendance at that conference is a course requirement.

EDUC 712 Leading Change in Higher Education (4)
This course examines leadership, organizational development and change theories, with particular application to the contemporary public and private higher educational environment and to university governance. Emphasis is on the leadership role as change agent within organizations. Theoretical as well as practical perspectives relative to the nature of leadership are incorporated. The concepts of communication, motivation, delegation, creativity, conflict, and change will be incorporated throughout the course. Students have the opportunity to diagnose organizational needs, identify challenges, and produce effective solutions for interpersonal, structural, and organizational problems experienced within the higher education environment.

EDUC 714 Leading Change in Organizations (3)
This course examines leadership, organizational development, and change theories as they apply to public and private education in the U.S. and around the world, giving attention to four themes: leadership, behavior, organizational development, and change. The course explores leadership roles and functions, organizational development principles and practices, and educational reform. Students have the opportunity to diagnose organizational needs, identify challenges, and produce effective solutions for interpersonal, structural, and organizational problems experienced in a variety of contemporary educational institutions. *Students who have taken EDUC 620 or its equivalent should not enroll in this course.*

EDUC 715 Diversity and Equity (3)
This course examines the sociological dynamics of educational institutions. Theories of sociology are applied to help students deepen their knowledge, skills, and dispositions in order to perpetuate or to change cross-cultural patterns in schools. The course raises issues related to justice, excellence, equity, diversity, and other topics that call for reflection and the student's ability to intervene as needed. *Students who have taken EDUC 610 or its equivalent should not enroll in this course.*

EDUC 717 Leadership Theories and Strategies in K-12 Education (3)
This course explores the topic of leadership in contemporary public and private schools and districts. Theoretical as well as practical perspectives relative to leadership are incorporated. In particular, the roles and political pressures of governing boards, superintendents, administrative staff, parent and community groups, state and federal legislative bodies are examined. Various strategies for development and selection of leaders are examined. The concepts of stewardship, servant leadership, gender, and ethnicity in leadership are themes throughout the course. *Students who have taken EDUC 615 or its equivalent should not enroll in this course.*

EDUC 721 Diversity and Social Justice in Higher Education (4)
This course examines the social ecology of higher educational institutions through a lens of justice and equity. Focus is on research as it informs policy and practice within post-secondary institutions, and how higher education is shaped by sociopolitical forces, cultural norms, and voices from its margins.

EDUC 723 Higher Education and the Law (2)
This course examines legal problems and issues as they affect students, faculty members, and administrators in American colleges and universities. Distinctions in the legal environments of public, private, and church-related institutions are made. Emphasis is placed on constitutional issues, contract law, federal and state regulation, liability, faculty and staff employment, and community relationships.

EDUC 725 Administration in Higher Education (2)
This course seeks to explore the topics of administration as it applies to the functioning of the various constituency groups that serve on a university campus. The student is exposed to an overall understanding of effective management and leadership needed for administrators in the public and private sectors of higher education. The functions of finance and budgeting are an integral part of this course.

EDUC 726 Schooling and Social Theory (3)
This course examines the sociological dynamics of educational institutions. Theories of sociology are applied to deepen understanding of the roles played by individual and groups within and outside school settings to perpetuate or to change patterns of human interaction. This course raises issues related to justice, excellence, diversity, socialization of new teachers, and other topics that call for contemplation. Such understanding should heighten students' ability to intervene as needed.

EDUC 727 The Social Context of Higher Education (4)
This course explores the inextricable relationship between American society and institutions of higher education. In addition, the course examines the student, faculty, and administrative cultures of colleges and universities.

EDUC 728 Building and Sustaining Community (3)
This course prepares candidates with the necessary understandings to build community/school relationships and/or partnerships. Student inquiry focuses on research of political/economic formation of their school community, connections between schools and communities, forces that impact the quality of community within the school, strategies for developing learning communities, and the impact of diversity on school/community relationships. Students who successfully complete this course will have the knowledge, skills, and dispositions to become change agents for school/community partnerships. *Students who have taken EDUC 600 or its equivalent should not enroll in this course.*

EDUC 730 Theories of Learning (3)
A critical appraisal of learning theories is applied to a range of educational settings. The early connectionist theories of Thorndike, Guthrie, Hull, and Skinner are explored. Other approaches to learning include the cognitive theories of the gestaltists, Tolman, and Piaget; information processing; Gagne's conditions of learning; Bandura's social cognitive theory; and Vygotsky's cultural-historical theory of psychological development. Additional topics include intelligence, meta-cognition, cognitive styles, constructivism, and the brain and learning. *Prerequisite: EDUC 572 or equivalent, or a master's degree in an education-related field*

EDUC 731 Achievement Motivation (3)
This course provides an overview of the topic of motivation in elementary and secondary school classrooms. It focuses on theories of achievement motivation and how the classroom environment shapes and influences students' motivation. The course examines different theories of achievement motivation, including attribution, perceived control, self-efficacy, intrinsic and extrinsic motivation, and goal theory, as well as how different student characteristics (e.g., age, gender, ethnicity) and classroom characteristics (e.g., teacher expectations, teacher behavior, classroom organization) may be related to students' motivation. *Prerequisite: EDUC 572 or equivalent*

EDUC 734 Teaching Strategies for Diverse Learners (3)
The focus of the course is on instructional models and strategies which have been researched and refined to produce student learning in a variety of settings, subjects, and grade levels. In addition to the families of models, the course introduces specific research-based, subject-matter strategies for teaching reading, writing, mathematics, oral communication, civics, geography, history, and science. The course identifies issues related to teaching a diverse student population by considering learning styles, gender, ethnicity, socioeconomic backgrounds, immigrant and second language children, homeless children, and students with literacy difficulties. *Prerequisite: EDUC 571 or equivalent, or a master's degree in an education-related field*

EDUC 737 Teaching and Learning in Higher Education (4)
The ultimate purpose of higher education is student learning. This course explores the academic enterprise through an examination of the teaching-learning experience in the context of higher education. Emphasis is placed on curriculum design, identification of student learning outcomes, effective teaching methodologies, course development and delivery, and outcomes assessment.

EDUC 739 Professional Development and Adult Learning (3)
This course examines theories related to the purposes, aims, and distinct characteristics of adult learning and motivation for learning. Included are Knowles's andragogy and self-directed learning, Maslow's theory of perspective transformation, McClusky's theory of margin, and Cross's characteristics of adult learners and chain-of-response models. Theories are applied to the ongoing professional development of teachers through staff development and organized learning activities. Current approaches to K-12 staff development are considered. *Prerequisite: EDUC 572 or equivalent*

EDUC 740 Intermediate Statistics and Data Analysis (3)
The intermediate course in statistics and data analysis addresses statistical methodologies and their applications in analyzing data from empirical research. Computer applications with SPSS statistical software are emphasized. Qualitative research methodologies are introduced. *Prerequisites: EDUC 575 or equivalent and passing score on the review examination; NOTE: An optional 12-hour review is provided to prepare for the required entrance exam prior to the beginning of the course.*

EDUC 741 Research Design (3)
This course provides an introduction to research design and its application to educational programs. Emphasis is given to developing knowledge and skill in research design and in assessing the technical adequacy of research. *Prerequisites: EDUC 575 or equivalent and EDUC 700*

EDUC 742 Qualitative Research Methods (2-3)
In this doctoral-level course, students are introduced to the perspectives, purposes, designs, analysis, interpretation and reporting of qualitative research in the field of education. Ethnography, case study, grounded theory, action research and qualitative evaluation studies are among the designs examined. The data collection methods of observation, interviewing, and document analysis and the skills of data management, analysis and interpretation will be studied and practiced.

EDUC 743 Program Evaluation in Higher Education (2-3)
This course introduces the skills and knowledge of the field of program evaluation and their application to educational programs. Students come to understand the issues and problems that threaten validity and reliability in program evaluations. Students learn to be thoughtful consumers of evaluations as well as producers of their own evaluation design. While theory guides the discussion of issues, emphasis is placed on application to good practice. Students produce a brief literature review and design a program evaluation. *Prerequisites: EDUC 702, EDUC 744, and EDUC 745*

EDUC 744 Research Design and Statistics I (4)
This is the first of two required courses in research design and statistical analysis. Both courses integrate statistical procedures with research methodologies in a practical setting that emphasizes conducting the research and statistical analyses. This first course introduces students to the nature of educational research, developing a research question, ethical and legal issues in educational research, causal-comparative research designs, qualitative research methodology, and introduces students to descriptive, nonparametric, and correlational statistics. Students learn to write a proposal for an Institutional Review Board, analyze and critique existing research, and design, implement, and analyze a survey instrument and results. An introduction to computer applications with SPSS software is be emphasized. *Prerequisite: EDUC 702*

EDUC 745 Research Design and Statistics II (4)
The second course in research design and statistical analysis addresses research methodologies in relations with statistical procedures. The course introduces research concepts, theories, and their applications in practical research world. The students learn research components, define research problems, conduct relevant literature review, design and propose a study using appropriate univariate and multivariate statistics. Hands-on computer applications with SPSS software is be emphasized. *Prerequisites: EDUC 702, EDUC 744*

EDUC 746 Advanced Data Analysis (3)
The student explores advanced techniques of data analysis, including application of computer software. Although emphasis is placed on multivariate quantitative techniques, strategies for analyzing qualitative data are also included. Multivariate statistical tools include factor analysis, multiple regression, path analysis, and discriminant analysis. *Prerequisites: EDUC 700, EDUC 740, and EDUC 741; EDUC 743 (recommended)*

EDUC 747 Standards-Based Assessment (3)
This course introduces educational measurement theories, applications, and their relationships with standards-based assessment. It emphasizes the practical applications of standards-based assessment in the areas of improving instruction and evaluating programs. The course also addresses computer applications using testing research databases.

EDUC 750 Writing for Publication (2-3)
In this course, students have an opportunity to sharpen their writing skills, develop their writing style, and examine strategies for publishing their work. They explore writers' work habits, study elements of grammar and style, analyze writing in professional journals, and participate in an ongoing writers' workshop during which they share and evaluate drafts of their own and others' writing. By the end of the course they are expected to complete publishable drafts of a book review and a nonfiction manuscript, each targeted to a professional journal.

EDUC 780 Global Communities of Educational Practice (2-3)
The course affords doctoral students with an opportunity to examine higher education policy and practice in a region of the world outside the United States. Students examine social policy as it relates to educational systems, pedagogical approaches in educational practice, and governance of educational systems at both the national and institutional level. The competing demands of access, quality, and efficiency are analyzed. The course involves a one-day seminar in January, assigned readings, a 5-7 day visit to the region being studied, a research paper related to some aspect of the course, and a one-day culmination seminar at the end of the term.

EDUC 790 Doctoral Seminar in Research Studies (4)
Students identify a research topic and develop a dissertation proposal. Steps include identifying a researchable issue, conducting a literature search, writing a literature review, selecting a research methodology, and evaluating qualitative and statistical tools. Students select a dissertation chair and committee and develop an action plan for completing the dissertation. *Prerequisite: successful completion of the Guided Inquiry Project*

EDUC 794 Dissertation Research (3-6)
Students work with their dissertation committee in conducting a doctoral-level research project in educational leadership. Students enroll for at least three units of dissertation credit the first semester. *Prerequisites: EDUC 744, EDUC 745, and EDUC 790*

EDUC 795 Dissertation Research (3-6)
Students work with their dissertation committee in conducting a doctoral-level research project in educational leadership. After enrolling in EDUC 794 for one semester, students enroll for at least three units of dissertation credit in this course and must re-enroll each semester from the time their proposal is approved until the dissertation is completed. *Prerequisite: EDUC 794*

EDUC 798 Special Topics (1-3)
In this course, a subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. Students may repeat the course for credit up to a maximum of six units applied toward the Ed.D.; each course must address a different topic.

EDUC 799 Readings in Educational Leadership and Administration (1-3)
Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring faculty member and approved by the department chair.

Department of Graduate Psychology

Faculty

Chair, Department of Graduate Psychology; Director, Psy.D. Program; and Professor: Mark Stanton, Ph.D., ABPP

Director of Clinical Training; and Associate Professor: Sheryn Scott, Ph.D.

Administrative Director, Child and Family Development Center; and Assistant Professor: Jaime Mendoza, Psy.D.

Professors: David Brokaw, Ph.D., ABPP; Marvin Erisman, Ph.D.; Beth Houskamp, Ph.D.

Associate Professors: Linda Matthews, Ph.D.; Doris Mok, Ph.D.; Kevin Reimer, Ph.D.; Theresa C. Tisdale, Ph.D.

Assistant Professor: Robert Welsh, Ph.D.

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

Programs Offered

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

Master of Arts in Clinical Psychology: Marriage and Family Therapy

Introduction

The School of Education and Behavioral Studies offers two graduate programs through the Department of Graduate Psychology.

The Master of Arts in Clinical Psychology with an emphasis in Marriage and Family Therapy is intended for individuals who wish to develop a solid foundation in the theoretical and applied practice of professional counseling with individuals, couples, and families. Also included in the program are interdisciplinary studies in theology, ethics, and psychotherapy. For those wishing to practice at the master's level, this program meets the current requirements for California licensure as a marriage and family therapist. For others who want to pursue a doctoral degree, this program meets most prerequisite requirements for Psy.D. programs in clinical psychology.

Application Procedures

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

Program-specific application requirements are available online at www.apu.edu.

International students have a separate application procedure. Contact the office of International Student Services at (626) 815-3055 or www.apu.edu/international/iss/.

Applicants to the Master of Arts in Clinical Psychology Program should apply four to six months in advance of the desired enrollment date (students may begin in either the fall, spring, or summer). To ensure fall enrollment, completed applications must be submitted by June 15, October 31 for spring enrollment, or February 28 for summer enrollment. However, if by action of either the applicant or the department, the application process is not completed prior to the projected enrollment date, the applicant may exercise the P.A.C.E. (Pre-Admission Course Enrollment) Option while in the application process. While enrolled in the P.A.C.E. courses, the student must complete the university admission process and meet any unfulfilled undergraduate prerequisites required by the department for program acceptance consideration. Students cannot register for courses beyond the P.A.C.E. Option until admitted to the university.

Course Work

The degree must be completed in a minimum of two years and a maximum of four. Under special circumstances, a student may be granted a fifth year to complete the degree. A three-year course of study is recommended for most working students. The master's program is comprised of 60 units of course work. A maximum of 12 units of selected course work, which meet the following criteria, may be transferred:

- Taken within the past eight years and completed with a grade of *B* or better.
- Obtained at a regionally accredited institution.
- Received from a graduate program in Clinical Psychology, Counseling Psychology, or Marriage and Family Therapy.
- Acceptable for California MFT licensing requirements.

The California MFT licensing board requires that each applicant for licensure complete training in child abuse (7 hours) and alcoholism/chemical dependency (1 unit) as part of a master's degree program. This training is offered once annually in a workshop format.

Personal and Group Psychotherapy*

During the course of the program, students must complete 40 hours of individual psychotherapy. Students have the option of completing 20 sessions (40 hours) of group therapy in lieu of 20 of the 40 required individual psychotherapy hours.

*The California Board of Behavioral Sciences will accept up to 100 psychotherapy hours taken by graduate students or interns and triple-count them toward the 3,000 hours of professional experience required for MFT licensure.

Student Disclosure of Personal Information

Faculty of the Department of Graduate Psychology may ask students to disclose personal information regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others, if the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training or professionally related activities in a competent manner or posing a threat to the students or others.

Faculty Recommendation

At the conclusion of each of the first two semesters of study, the progress and suitability of each student is reviewed by members of the faculty in the Department of Graduate Psychology. Continuation of course work beyond each of the first two semesters is based on faculty recommendation.

Academic Probation

Continuous satisfactory progress toward the M.A. degree is required of all students in the program. Students are placed on academic probation if a cumulative 3.0 grade-point average is not maintained, or if they obtain a grade of *B-* or lower in their course work. Students may be disqualified from further graduate work if a cumulative 3.0 grade-point average is not maintained or if they obtain a total of two grades of *B-* or lower in their course work. Course grades below a *C-* do not count toward degree requirements, and such courses will need to be repeated.

Clinical Placement

Students develop therapeutic skills through required hours of direct clinical experience. Students in the two-year program normally do so in a 12-18 month clinical placement; and students in the three-year or four-year program, in a 24-30 month placement.

While students are responsible for securing a placement site, assistance is provided by site directors, the clinical placement coordinator, and in the Introduction to Clinical Practice courses. In addition, students receive support and opportunities to discuss clinical issues and problems with supervisors and faculty in clinical placement and supervision courses.

For students seeking licensure, the clinical placement sequence meets MFT requirements in California. To ensure the highest quality in clinical placements, the director of clinical training, the site directors, and/or the clinical placement coordinator will maintain contact with the off-site supervisors and evaluate the student's experience. Any violations of professional ethics codes may be grounds for dismissal from the degree program.

Students are required to obtain 150 hours of direct client experience. To meet graduation and licensure requirements, the student must receive one hour of individual or two hours of group supervision for every five hours of direct client experience. These hours count toward the 3,000 hours required for MFT licensure in California.

Comprehensive Examination

As a final evaluative component of the MFT program, each student must pass the Comprehensive Examination. The Comprehensive Exam includes two elements: 1) a written portfolio and 2) an oral exam. Prior to the oral exam, students submit a portfolio comprised of an audio- or videotape of a 50-minute client session, a verbatim transcript of the taped session, and a complete case summary. During the oral exam, students are given a case vignette and asked for vignette-specific responses to questions based on the seven competency areas identified by the Board of Behavioral Sciences in the state licensing exam. Failure to pass the exam will prevent graduation from the program.

Program Locations

The Department of Graduate Psychology offers its master's degree program on APU's Campus in Azusa as well as at the Orange County Regional Center. Information may be obtained by contacting the program director or the local site administrator.

Azusa Campus Program

Department of Graduate Psychology
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000
(626) 815-5008

Orange County Regional Center

1915 Orangewood Ave., Ste. 100
Orange, CA 92668
(714) 935-0260

Course Requirements

Foundational Course Work		***12 units***
PPSY 551	Theories of Personality and Psychotherapy	3
PPSY 558	Advanced Developmental Psychology	3
PPSY 563	Psychopathology	3
PPSY 572	Research Methodology	3
Professional Course Work		***39 units***
PPSY 510	Psychotherapy and Cultural Diversity	3
PPSY 512	Legal, Ethical, and Moral Issues in Therapy	3
PPSY 552	Human Sexuality and Sex Therapy	3
PPSY 557	Marital Therapy and Domestic Violence	3
PPSY 561	Child and Adolescent Therapy	3
PPSY 571	Family Therapy	3
PPSY 577	Psychological Assessment	3
PPSY 580	Introduction to Clinical Practice: Basic Skills	3
PPSY 581	Introduction to Clinical Practice: Advanced Skills	3
PPSY 582	Introduction to Clinical Practice: Group Skills	2
PPSY 585	Psychobiology and Psychopharmacology	3
PPSY 595	Special Topics	1
PPSY 597	Clinical Placement I	3
PPSY 598	Clinical Placement II	3
Interdisciplinary Course Work		***9 units***
PPSY 531	Ethical Foundations of Psychotherapy	3
PPSY 533	Theological Foundations, Spiritual Formation, and Psychotherapy	3
PPSY 534	Integrative Therapy, Clinical Process, and Moral Maturity	3
Specialized Training		
Child Abuse Workshop		7 hours
Total		**60 units**

Course Descriptions

PPSY 510 Psychotherapy and Cultural Diversity (3)

An awareness of divergent cultural values, assumptions, and family dynamics is essential to the practice of psychotherapy in a pluralistic society. Through experiential exercises and assignments, this course examines the conceptual and theoretical foundations of cross-cultural psychotherapy and encourages students to evaluate their readiness to do so. An introduction to the distinctives of several cultural groups is provided.

PPSY 512 Legal, Ethical, and Moral Issues in Therapy (3)

This course introduces students to the moral foundations, ethical responsibilities, and California laws essential to the practice of clinical psychology and marriage and family therapy. Ethical codes and the resolution of moral dilemmas are studied from the perspective of the Judeo-Christian ethical tradition. The study of family law includes the legal rights and obligations of spouses, children, and grandparents; divorce settlements and mediation; and custody and visitation rights. The study of law related to clinical psychology and practice of marriage and family therapy comprises confidentiality, privilege, limitations, and all reporting requirements imposed on the therapist by statute and case law. Consideration is also given to the moral, ethical, and legal responsibilities of trainees, interns, and supervisors.

PPSY 531 Ethical Foundations of Psychotherapy (3)

This course presents philosophical and ethical perspectives integral to the understanding of the contemporary psychologies. Students learn how to analyze the ethical bias of psychotherapeutic psychologies, identify their underlying philosophical assumptions, and develop an appreciation for the moral components in individual, marital, and family identity formation.

PPSY 533 Theological Foundations, Spiritual Formation, and Psychotherapy (3)

This course examines key issues in the theological foundations of human nature and spiritual formation. Students are encouraged to develop a view of human nature that demonstrates theological consistency, reflects on frameworks of meaning in spiritual development, and engages clinical perspectives that are beneficial in therapeutic practice. *Prerequisite: PPSY 531*

PPSY 534 Integrative Therapy, Clinical Process, and Moral Maturity (3)

Moral maturity in Christian theology is the focus of this course. Students apply integrative clinical strategies from biblical, theological, philosophical, sociological, and psychological perspectives to the clinical setting. *Prerequisites: PPSY 531 and PPSY 533*

PPSY 551 Theories of Personality and Psychotherapy (3)

This course surveys the basic theoretical orientations used by current practitioners, focusing on theories used in treatment of individuals within a system. Established schools of thought and their immediate descendants and alternative theoretical approaches are presented through lectures, videotapes, reflection, and experienced learning.

PPSY 552 Human Sexuality and Sex Therapy (3)

This course reviews human sexuality as a basis for sex therapy. Students examine and evaluate the biological, psychological, social, and moral perspectives of the theories of sexual development and functioning. In addition, students survey literature on sexual dysfunction, develop diagnostic skills for assessing the nature and extent of sexual dysfunction, and learn treatment strategies utilized in the various systems of marital and sex therapy.

PPSY 557 Marital Therapy and Domestic Violence (3)

This course examines the psychotherapeutic theories and processes for the assessment and treatment of marital dysfunction and the detection, assessment, and intervention strategies for domestic violence.

PPSY 558 Advanced Developmental Psychology (3)
This course utilizes a lifespan perspective to examine individual and family development as they occur within a systemic context. Each stage of lifespan development is presented; and the biological, social, psychological aspects of aging and long-term care are included in this course. Models of psychological development are presented, and the processes of change and adaptation are examined. Clinical application of the material is stressed. *Prerequisite: Human Development or equivalent*

PPSY 561 Child and Adolescent Therapy (3)
This course provides an understanding of the broad range of childhood and adolescent problems and disorders. A variety of psychotherapeutic modalities is presented, offering the student an opportunity to develop a knowledge of basic child and adolescent therapy skills, assessments, and treatment strategies. The impact of developmental aspects, family dynamics, and the social environment is addressed. In addition, legal and ethical issues and the role of hospitalization are considered.

PPSY 563 Psychopathology (3)
This course provides a survey of the major theories, categories, and treatment of psychopathology. Through the use of case studies, students develop their diagnostic skills and a mastery of the concepts in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV). *Prerequisite: Abnormal Psychology or equivalent*

PPSY 571 Family Therapy (3)
This course consists of an overview of current theories and methods of family intervention. The systems approach is emphasized, though psychodynamic and communication concepts in the interpersonal field are also included. The major theorists in each system are identified and their techniques demonstrated.

PPSY 572 Research Methodology (3)
This course surveys the major social science research methods, preparing students to design and implement a testable research proposal and to review and utilize professional literature.

PPSY 577 Psychological Assessment (3)
This course provides students with a broad understanding of the clinical use of psychological tests, including objective personality tests, intelligence tests, and projective testing devices. Emphasis is placed on developing skills in interviewing, understanding and interpreting test data and reports, and gaining knowledge of referral questions, as well as writing integrated reports and providing feedback to examinees.

PPSY 580 Introduction to Clinical Practice: Basic Skills (3)
This course introduces the student to basic skills in attending behavior, clinical interviewing, treatment planning, progress notes, clinical intervention, and medical/psychiatric consultation and referral. Activities include reading, observation, role playing, and student audio/videotaped clinical practice. A grade of *B-* or higher must be achieved.

PPSY 581 Introduction to Clinical Practice: Advanced Skills (3)
This course is designed to further develop the psychotherapeutic skills of students prior to their entry into a clinical placement. Students focus on developing proficiency in the core interviewing qualities, deriving goals for a clinical session, and in making contracts with clients for change. Additionally, students are encouraged to begin developing a theoretical and conceptual understanding of cases, and trained to work with diverse populations. Students are also encouraged to address issues regarding the integration of their faith with the practice of psychotherapy. These goals are addressed through experiential learning, lecture, readings, discussion, and reflection. *Prerequisite: PPSY 580*

PPSY 582 Introduction to Clinical Practice: Group Skills (2)
This course is designed as an adjunct to students' clinical placement and supervision experiences. As such, the course will provide students with a forum for discussing their clinical caseload and their interaction with placement supervisors. In addition, the course will provide an introduction to the theory and practice of group psychotherapy. *Prerequisites: PPSY 580, PPSY 581, and placement at a clinical site*

PPSY 585 Psychobiology and Psychopharmacology (3)
This course introduces the biological and neurological bases of human behavior and use of psychotropic medications as an adjunctive therapy to psychotherapy. Current information on the use of medications in the treatment of psychological disorders is provided. Consideration is given to the special needs of certain populations (e.g., the elderly, substance abuse patients) when psychotropic medications are prescribed. Students develop skills in case management when referral to medical doctors or neuropsychologists is part of therapeutic practice.

PPSY 593 Advanced Clinical Placement (1)
This elective course is designed as an adjunct to the advanced-level students' clinical placement and supervision experiences. The course emphasizes the enhancement of clinical skills and the application of theory to clinical issues. The primary purpose of this course is to provide an opportunity for students to discuss the clinical caseload, and to provide departmental oversight of clinical placement experience. *Prerequisites: PPSY 580, PPSY 581, PPSY 582, PPSY 597, PPSY 598, and current placement in a clinical site*

PPSY 595 Special Topics (1-6)
Special topics courses offer graduate-level content that is typically scheduled in an intensive format. These courses include a range of specialized topics that are of interest to mental health professionals. Among these topics are the Alcoholism/Chemical Dependency course, offered annually, and topics having to do with contemporary approaches to integration and counseling. The unit values of these courses range from one to six unit credits, depending upon the specific contact hours and workload involved in the course.

PPSY 597/598 Clinical Placement I, II (3,3)
During the final year of study, students participate weekly in a practice class, clinical field placement, and supervision session. In the classroom, students discuss and practice the clinical application of psychological theories to clients seen in their field placement. Students receive feedback from instructors and other students in response to role playing and audio/videotaped client sessions. Additional topics addressed in detail in CP I include aging and long-term care, use of supervision, and treatment planning. CP II focuses on preparing students for the comprehensive exam. In the clinical placement, students develop their skills through direct treatment of individuals, couples, families, and children. In the individual/group supervision session, students discuss their clinical placement caseload with their on-site supervisor. These courses represent the classroom portion of students' clinical experience.The clinical placement begins after a student has completed 12 semester units, but no later than the first week of the final year of study. All application and approval forms for a clinical placement must be filed with the Department of Graduate Psychology no later than 30 days prior to the first week of the student's involvement in a clinical field placement. Students must obtain an approved clinical placement as a prerequisite to registering for Clinical Placement I, II. Student violations of professional ethics codes are sufficient grounds for dismissal from the program. *Prerequisites: PPSY 512, PPSY 580, PPSY 581, PPSY 582, and current placement in a clinical site*

Doctor of Psychology in Clinical Psychology: Family Psychology

Introduction

The Doctor of Psychology (Psy.D.) in Clinical Psychology with an emphasis in Family Psychology is a professional doctorate. The Psy.D. is becoming the recognized degree in psychology for practitioners. The Psy.D. retains a commitment to provision of a comprehensive education in psychological science as the foundation for any training in psychology, yet emphasizes the service orientation of a clinical degree in which training and supervision comprise a substantial part of the curriculum. The Psy.D. at Azusa Pacific University is identified as a practitioner-scholar program. The intent is that APU graduates actively apply the science of psychology to the practice of psychology.

The Psy.D. curriculum provides the courses and training necessary to meet the educational requirements in the state of California for licensure as a psychologist.

Professional Accreditation

The APU Psy.D. Program is accredited by the American Psychological Association (APA)* Committee on Accreditation. APA accreditation recognizes that the program meets the standards for quality programs in psychology as stated in the APA Guidelines and Principles for Accreditation of Programs in Professional Psychology.

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

Program Goals

The Doctor of Psychology Program at Azusa Pacific University:

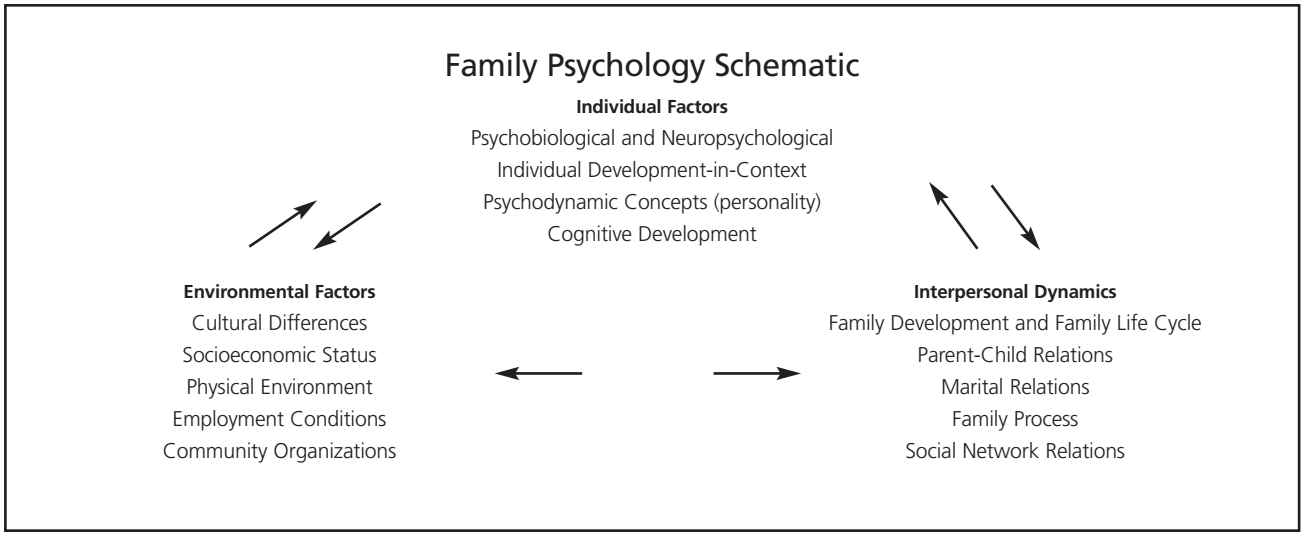
- Seeks to educate and train students to be "practitioner-scholars" so they are equipped to provide quality psychological services to their communities based upon the findings of research and the science of psychology.
- Approaches the knowledge of psychology from a Christian perspective and trains students to exemplify the servanthood of Christ in their practice of psychology.
- Provides an integrative sequence of courses so students may understand the interrelationship between ethics, moral and spiritual identity formation, theology, and psychology.
- Emphasizes family psychology, the distinctive focus on the interaction between individual, interpersonal, and environmental aspects of human behavior.
- Recognizes the diversity of human experience and enables students to respond to the variety of human needs.
- Encourages individual growth and development as part of the educational experience so students develop congruence and authenticity as they balance the demands of professional and personal life.

The Discipline of Family Psychology

Based on systems theory, the discipline of family psychology recognizes the dynamic interaction between persons and environments without detracting from an awareness of individual, intrapsychic issues (see diagram below).

A doctoral program in clinical psychology with an emphasis in family psychology incorporates numerous elements from several disciplines within psychology (e.g., clinical psychology, developmental psychology, personality theory, environmental psychology, neuropsychology, psychobiology, and social psychology). All the disciplines are related by the theoretical understanding of the dynamic, reciprocal relationship between these factors as they impact human behavior.

This theoretical foundation undergirds the program courses at APU. In courses that have traditionally had an individual focus, systemic aspects relevant to the content area are incorporated. By the end of the program, students will think systematically and apply systemic analysis to clinical situations.



In an era when it is increasingly difficult for people to navigate their way through the complex world in which they live, a Doctor of Psychology in Clinical Psychology with an emphasis in Family Psychology will best prepare students to provide psychological services.

Interdisciplinary Studies

Azusa Pacific University has a strong Christian heritage and commitment to integrating evangelical Christian thought into the university programs. The APU Psy.D. expresses this heritage and commitment through an emphasis on the integration of psychology with ethics, theology, and spiritual formation. This unique perspective provides students with the opportunity to consider and critically examine psychological theory using ethical and theological frameworks. Students are encouraged to explore the role and import of moral and spiritual identity formation in the process of psychotherapy.

Individuals from any religious tradition may be admitted to the APU Psy.D. Program. However, it is important for prospective students to recognize that course work and training is structured using Christian values and principles. Students are asked to learn and thoughtfully interact with the content of courses that house the emphasis, as well as to reflect on their own beliefs and values as they relate to preparation for professional practice.

In addition to providing students with an interdisciplinary framework from which to understand psychological theory and practice, the emphasis also facilitates and enhances the development of competency with respect to addressing religious and spiritual diversity in clinical practice. The APU Psy.D. is sensitive to the reality of pluralism regarding the development of competency in the provision of psychological services to clients of diverse religious and spiritual traditions. Students often express appreciation for education they receive in interdisciplinary studies and integration, regardless of their personal religious or spiritual identity.

Interdisciplinary studies and integration course work provide both a programmatic conceptual framework and a systematic applied framework. Course work that specifically addresses these foci include:

- **Three Pre-Psy.D. courses: Ethical Foundations of Psychotherapy; Theological Foundations, Spiritual Formation and Psychotherapy; and Integrative Therapy, Clinical Process, and Moral Maturity**. These three courses form a foundation for advanced training in the Psy.D. Students who enter the program with a master's degree in psychology are requested to audit these courses.
- **Three Psy.D. interdisciplinary studies courses:** Biblical Ethics and Psychotherapy, Family Ethics and Psychotherapy, and Social Ethics and Psychotherapy. These courses assist students in developing a coherent understanding of the ethical values and moral precepts that inform the practice of psychology.
- **Clinical Practicum VI: Interdisciplinary Integration Competency**
  This course evaluates students on the development and implementation of an applied clinical model that competently demonstrates the use of conceptual material learned throughout the interdisciplinary studies and integration course sequence. Other course work and training opportunities within the Psy.D. curriculum include intentional focus on religious or spiritual diversity, as well as applied perspectives on addressing religious, spiritual, and moral issues in psychotherapy.
- **The Pre-Psy.D. Cultural Diversity** course includes recognition of religion and spirituality as one aspect of human diversity.
- The role of religion and spirituality in psychotherapy is introduced in **Clinical Practicum I**.
- **First-year practicum students at the APU Child and Family Development Center** participate in a monthly seminar focused on clinical application of an interdisciplinary perspective of psychotherapy.
- **Clinical Practicum III: Diversity Competency** includes applied training on the role of a client's personal faith in the clinical practice of psychology.
- **Religion, Mental Health, and Therapy** is an elective course offered from the perspective of the psychology of religion that examines the place of religion in behavior, mental health, therapy, and coping.

Additionally, as a regular part of curricular offerings, APU sponsors two annual Voices in Interdisciplinary Integration conferences. This conference series draws to the APU campus nationally known authors, academicians, and clinicians who represent a range of perspectives on interdisciplinary studies and integration. Conference speakers have included Randy Sorenson, Psy.D. Ph.D.; Mark McMinn, Ph.D.; Don Browning, Ph.D.; and Ed Shafranske, Ph.D. All students attend these conferences.

An elective opportunity is also offered in the form of monthly brown bag seminars hosted by graduate faculty. Held during the break between evening classes, these seminars provide students with the opportunity to interact with faculty on issues related to faith and practice. Informal case presentations are made with a focus on application of integrative perspectives in psychotherapy.

The Psy.D. Program

The curriculum for the Psy.D. Program is competency based. Such a curriculum recognizes that it is essential to identify core competency areas in psychology as the primary organizing principle for a professional degree. Successful degree completion requires the achievement of the competencies necessary to function well in the field of psychology. The APU Psy.D. curriculum reflects concern for the development of seven core competencies in psychology: research and evaluation, relationship, assessment, intervention, diversity, consultation, and management and supervision. The seven professional competency areas may be defined briefly:

1. Research and evaluation comprise a systematic mode of inquiry involving problem identification and the acquisition, organization, and interpretation of information pertaining to psychological phenomena. Psychologists have learned to think critically and engage in rigorous, careful, and disciplined scientific inquiry. Education and training in the epistemological foundations of research, the design and use of qualitative and quantitative methods, the analysis of data, the application of research conclusions, and sensitivity to philosophical and ethical concerns is needed in order for psychologists to develop in this area.

2. Relationship is the capacity to develop and maintain a constructive working alliance with clients. This competency is informed by psychological knowledge of self and others. In the development of the relationship competency, special attention should be given to the diversity of persons encountered in clinical practice. Curriculum design should include education and training in attitudes essential for the development of the relationship competency, such as intellectual curiosity and flexibility, open-mindedness, belief in the capacity to change, appreciation of individual and cultural diversity, personal integrity and honesty, and a value of self-awareness. Experiential learning with self-reflection and direct observation and feedback by peers and experts is essential in the development of this competency.

3. Assessment is an ongoing, interactive, and inclusive process that serves to describe, conceptualize, and predict relevant aspects of a client. Assessment is a fundamental process that is interwoven with all other aspects of professional practice. As currently defined, assessment involves a comprehensive approach addressing a wide range of client functions. Assessment takes into account sociocultural context and focuses not only on limitations and dysfunctions but also on competencies, strengths, and effectiveness. Assessment increasingly addresses the relationship between the individual and his or her systemic context. The assessment curriculum is not limited to courses but involves a pattern of experiences covering general principles as well as specific techniques. Supervised skill training is an essential component of the assessment curriculum.

4. Intervention involves activities that promote, restore, sustain, or enhance positive functioning and a sense of well-being in clients through preventive, developmental, or remedial services. The intervention competency is based on the knowledge of theories of individual and systemic change, theories of intervention, methods of evaluation, quality assurance, professional ethical principles, and standards of practice. Effective training for intervention should include knowledge of a broad diversity of clients and teaching materials, practicum client populations, teachers, and supervisors. Service systems should reflect diversity. The issues of power and authority are particularly relevant to this competency.

5. Diversity refers to an affirmation of the richness of human differences, ideas, and beliefs. An inclusive definition of diversity includes but is not limited to age, color, disability and health, ethnicity, gender, language, national origin, race, religion/spirituality, sexual orientation, and socioeconomic status, as well as the intersection of these multiple identities and multiple statuses. Exploration of power differentials, power dynamics, and privilege is at the core of understanding diversity issues and their impact on social structures and institutionalized forms of discrimination.

   Training of psychologists should include opportunities to develop understanding, respect, and value for cultural and individual differences. A strong commitment to the development of knowledge, skills, and attitudes that support high regard for human diversity should be integrated throughout the professional psychology training program and its organizational culture.

6. Consultation is a planned, collaborative interaction that is an explicit intervention process based on principles and procedures found within psychology and related disciplines in which the professional psychologist does not have direct control of the actual change process. Education is the directed facilitation by the professional psychologist for the growth of knowledge, skills, and attitudes in the learner. Students should be required to complete experiential tasks in consultation and education as part of their course work or internship.

7. Management consists of those activities that direct, organize, or control the services of psychologists and others as offered or rendered to the public. Supervision is a form of management blended with teaching in the context of relationship directed toward the enhancement of competence in the supervisee. This competency is informed by the knowledge of professional ethics and standards, theories of individual and systemic functioning and change, dysfunctional behavior and psychopathology, cultural bases behavior, theoretical models of supervision, and awareness of diversity. Self-management processes and structures should be provided for students. Demonstrated competence in supervision should include the development of receptivity to supervision and the acquisition of skills in providing supervision.*

*Adapted from Bent, R. (1992). The professional core competency areas. In R.L. Peterson, et al. (Eds.) The core curriculum in professional psychology. (pp. 77-81). Washington, DC: American Psychological Association.

Prerequisites

Students may enter the Psy.D. in one of two categories: 1) with an existing master's degree in clinical psychology or while enrolled in a master's program in clinical psychology, OR 2) directly from completion of a bachelor's degree or with a master's degree that is not in clinical psychology.

1. Students with an existing M.A. in Clinical Psychology or a closely related discipline (e.g., counseling, psychology, marriage and family therapy, or social work) and students who are in the final year of a master's program in clinical psychology or a closely related discipline will be admitted to the Psy.D. in the spring to begin the program in September of that year. These applicants must have completed the prerequisite courses listed in the following information, or their equivalent, prior to commencing Psy.D. studies. If an applicant's master's degree did not contain all the prerequisite courses, a limited number of courses may be completed while in the admission process or concurrently with Psy.D. studies, by agreement with the director of the Psy.D. Program.

2. Students applying to the Psy.D. directly from a bachelor's degree program and students with a master's degree that is not in psychology or a closely related discipline will be admitted to the Psy.D. Program in the spring, followed by a one-year Pre-Psy.D. track in which the following sequence of prerequisite courses and a clinical practicum are completed in order to commence the Psy.D. Program. A limited number of graduate courses deemed equivalent to the prerequisite courses may be transferred to satisfy these requirements. Upon completion of the one-year track, the student will automatically become a member of the Psy.D. Program the following September. These students may apply for a master's degree en route to the Psy.D. after the completion of the first year of the Psy.D. (on the four-year track). This admission process parallels programs in clinical psychology that only admit students to a continuous-from-the-bachelor's doctoral program.

Prerequisite Courses to the Psy.D.:

Undergraduate Courses

- Abnormal Psychology
- General/Introduction to Psychology
- Human Growth and Development
- Theories of Personality
- Introduction to Statistics

Master's-level Courses

- Child Abuse (seven hours; suitable for licensure)
- Family Therapy (introductory/overview)
- Human Sexuality/Sex Therapy
- Introduction to Clinical Practice
- Introduction to Psychological Testing
- Psychopathology
- Psychotherapy and Cultural Diversity
- Theories of Psychotherapy

Admission with an Existing Master's Degree in Clinical Psychology or while Enrolled in a Master's Program in Clinical Psychology

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

Program-specific application requirements are available online at www.apu.edu.

International students have a separate application procedure. Contact the office of International Student Services at (626) 815-3055 or www.apu.edu/international/iss/.

Applicants must:

1. Submit a completed Application for Graduate Admission. An online application form is accessible on the university website, www.apu.edu. The preferred application deadline is February 15. Students who apply prior to this date will be given consideration for initial admission. The extended application deadline is April 15. Students who apply during this period will be considered on a case-by-case basis for admission if positions are available.
2. Submit a nonrefundable $45 application fee
3. Provide one copy of official transcripts of all previous collegiate course work. (To be considered official, transcripts must be sent directly to APU from the registrar's office of each institution attended.)

4. Possess an M.A. in Clinical Psychology (or a closely related discipline) from a regionally accredited college or university with a minimum GPA of 3.5 on a 4.0 scale, or be in the final year of a master's degree in psychology or a closely related discipline from a regionally accredited college or university with a minimum current GPA of 3.5 on a 4.0 scale (these applicants must commit to completing the master's degree in clinical psychology prior to July 15 of the current year and must maintain a minimum 3.5 GPA in the M.A. program, as evidenced on their final transcript for the M.A.). All master's degrees must include the courses specified as prerequisite to Psy.D. admission or the applicant must complete those courses during the application year (a limited number of master's courses may be remediated while enrolled in the Psy.D. Program). Students who do not satisfy these requirements may have their Psy.D. admission revoked.
5. Submit two academic references and one clinical reference (e.g., from a clinical supervisor).
6. Submit a curriculum vita (résumé).
7. Submit a written essay covering the following areas:
   - What interests you in the field of psychology?
   - Why have you chosen to pursue a Psy.D. at this point in your life?
   - Why are you applying to the APU Psy.D. program?
   - What special skills or abilities do you bring to the Psy.D. program?
   - What experiences (volunteer, paid, practicum) have you had that prepare you for a clinical psychology program?
   - What personal or professional strengths and weaknesses do you bring to the program that will affect your performance as a psychologist?
   - What roles and functions do you anticipate fulfilling when you complete the Psy.D.?
8. Provide a specification of intent to pursue the four- or five-year program sequence.
9. Submit Graduate Record Exam (GRE) scores (Verbal, Quantitative, and Analytical Writing Assessment) taken within the last five years. If the GRE was taken prior to inclusion of the Writing Assessment, the applicant must take the Analytical Writing Assessment section of the new exam. Scores on the GRE will be used as one consideration of the application. Verbal and writing ability are especially important to success in the Psy. D. Information on the administration of these tests is available from the Department of Graduate Psychology.
10. International applicants whose first language is not English must submit a TOEFL score of 600 minimum and are encouraged to submit the results of the Test of Written English (TWE) and the Test of Spoken English (TSE). Since written and verbal English language skills are crucial to the education, training, and practice of psychology, further testing for spoken and written English will be required for all international students upon entrance to the program or as deemed necessary at any point in the program. The student must meet standards appropriate to doctoral-level study or he/she will be required to participate in concurrent speaking and/or writing classes in the School of Intensive English, until the required language skills are achieved. Students who do not meet this standard are subject to dismissal from the program.
11. Upon notification of admission, applicants have 30 days to confirm intent to attend. Admission is for the next academic year only and may not be deferred. Applicants who do not confirm acceptance of admission or who do not enroll when accepted, must reapply to be considered for future admission, but future admission is not guaranteed.

Applicants who are finalists will be invited to a meeting that will provide an opportunity for them to present their qualifications for admission and for faculty evaluation of student skills. International applicants who are finalists will be interviewed by telephone by one or more members of the admissions committee.

An interview does not ensure admission. The Department of Graduate Psychology reserves the right to determine, in its sole discretion, whether a candidate is suitable for admission to the Psy.D. Program.

Admission Directly from a Bachelor of Arts Program or with a Master's Degree not in Psychology

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

Program-specific application requirements are available online at www.apu.edu.

International students have a separate application procedure. Contact the office of International Student Services at (626) 815-3055 or www.apu.edu/international/iss/.

Applicants must:

1. Submit a completed Application for Graduate Admission. The application deadline is February 15. Students who apply prior to this date will be given consideration for our initial admission. The extended application deadline is April 15. Students who apply during this period will be considered on a case-by-case basis for admission if positions are available.
2. Submit a nonrefundable $45 application fee.
3. Provide one copy of official transcripts of all previous collegiate course work. (To be considered official, transcripts must be sent directly to APU from the registrar's office of each institution attended.)
4. Possess a bachelor's degree from a regionally accredited college or university with a minimum overall GPA of 3.0 on a 4.0 scale and 3.5 for the last two years of the degree. Applicants in the final year of their bachelor's degree must be currently at the GPA specified and their final transcript with degree posted must demonstrate maintenance of the GPA specified or admission may be revoked. A second option is that applicants possess a master's degree in a field other than psychology from a regionally accredited college or university with a minimum GPA of 3.5 on a 4.0 scale. Applicants in the final year of their master's degree must be currently at the GPA specified and their final transcript with degree posted must demonstrate maintenance of the GPA specified or admission may be revoked.
5. Submit three academic references
6. Submit a curriculum vita (résumé)
7. Submit a written essay covering the following areas:
   - What interests you in the field of psychology?
   - Why have you chosen to pursue a Psy.D. at this point in your life?
   - Why are you applying to the APU Psy.D. program?
   - What special skills or abilities do you bring to the Psy.D. program?
   - What experiences (volunteer, paid, practicum) have you had that prepare you for a clinical psychology program?
   - What personal or professional strengths and weaknesses do you bring to the program that will affect your performance as a psychologist?
   - What roles and functions do you anticipate fulfilling when you complete the Psy.D.?
8. Commit to completing the APU Pre-Psy.D. track during the following academic year and to beginning the Psy.D. Program curriculum the subsequent September. Students who do not satisfy these requirements may have their Psy.D. Program acceptance withdrawn. Provide a specification of intent to pursue the four- or five-year Psy.D. Program sequence.
9. Submit Graduate Record Exam (GRE) scores (Verbal, Quantitative, and Analytical Writing Assessment) taken within the last five years. If the GRE was taken prior to inclusion of the Writing Assessment, the applicant must take the Analytical Writing Assessment section of the new exam. Scores on the GRE will be used as one consideration of the application. Verbal and writing ability are especially important to success in the Psy. D. Information on the administration of these tests is available from the Department of Graduate Psychology.
10. Submit a TOEFL score (minimum 600) if English is not the primary language. International applicants are also encouraged to submit Test of Written English (TWE) and Test of Spoken English (TSE) scores. Since written and verbal English skills are crucial to the education, training, and practice of psychology, further testing for spoken and written English will be required for all international students upon entrance to the program or as deemed necessary at any point in the program. The student must meet standards appropriate to doctoral-level study or he/she will be required to participate in concurrent speaking and/or writing classes in the School of Intensive English until the required language skills are acquired. Students who do not meet this standard are subject to dismissal from the program.
11. Upon notification of admission, applicants have 30 days to confirm intent to attend. Admission is for the next academic year only and may not be deferred. Applicants who do not confirm acceptance of admission or who do not enroll when accepted, must reapply to be considered for future admission, but future admission is not guaranteed.

Applicants who are finalists will be invited to a meeting that will provide an opportunity for them to present their qualifications for admission, and for faculty evaluation of student skills.

An interview does not ensure admission. The Department of Graduate Psychology reserves the right to determine, in its sole discretion, whether a candidate is suitable for admission to the Psy.D. Program.

International applicants who are finalists will be interviewed by telephone by one or more members of the admissions committee.

All materials should be sent to:

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

Located at:
568 E. Foothill Blvd.
Azusa, CA 91702-7000
(626) 815-4570
Fax (626) 815-4545 or
(626) 815-4571
graduatecenter@apu.edu
www.apu.edu

International applicants send forms to:

Office of International Student Services
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 815-3801
iss@apu.edu

Pre-Psy.D. Required Courses

Fall		
PPSY 531	Ethical Foundations of Psychotherapy	3
PPSY 551	Theories of Personality and Psychotherapy	3
PPSY 563	Psychopathology	3
PPSY 580	Introduction to Clinical Practice: Basic Skills	3
January		
CERT	Child Abuse Seminar	7 hours
Spring		
PPSY 510	Psychotherapy and Cultural Diversity	3
PPSY 533	Theological Foundations, Spiritual Formation, and Psychotherapy	3
PPSY 540	Assessment I	3
PPSY 571	Family Therapy	3
PPSY 594	Clinical Practicum	3
Summer		
PPSY 534	Integrative Therapy, Clinical Process, and Moral Maturity	3
PPSY 552	Human Sexuality and Sex Therapy	3

Doctor of Psychology

Admission Standards

Applicants to the Psy.D. in Clinical Psychology with an emphasis in Family Psychology Program must meet both the department and the university criteria for admission. Admission to the university is the first step in the process, but it does not guarantee admission to the program.

One cohort of students is admitted annually, with course work beginning in September. Students are not permitted to begin mid-year.

Provisional Admission

The university reserves the right to offer provisional admission to students who fail to meet all the specified admission criteria.

In such cases, the Admissions Committee specifies the additional requirements necessary for full admittance and the time limit for completing them. Failure to meet these requirements may result in dismissal from the doctoral program.

Acceptance of Admission and Registration

Upon notification of admission, applicants have 30 days to confirm intent to attend **in writing to the department**. Admission is for the next academic year only and may not be deferred. Applicants who do not confirm acceptance of admission within 30 days or do not enroll in the academic year for which they were accepted and who desire future admission must send a written request to the department prior to the deadline for preferred applications. The request must indicate the term for which the student is requesting admission. International students must send a copy of this request to the Office of International Student Services. Future admission is not guaranteed.

Transfer Credit

The Psy.D. Program requires 89 semester units beyond the M.A. degree, as well as completion of clinical training and a clinical dissertation. Of these, 80 must be earned at APU, while 9 equivalent doctoral units may be transferred from other institutions. Applicants to the Psy.D. Program may have an existing master's degree in psychology or a closely related discipline. These degrees will be evaluated according to the list of required prerequisites. Some remediation or additional course work may be required for students from other institutions to satisfy these requirements.

Residency Requirements

Students in the Psy.D. Program must meet a university residency requirement. This will be accomplished by enrolling in 80 units during the program.

Computer Access Required

Students are required to own or have ready access to a computer during their tenure in the Psy.D. Program. The university offers a computer purchase program which enables students to obtain computers and software at reduced rates. Current hardware standards that allow access to the university online system are available from the Department of Graduate Psychology. Online access is crucial for students, since an email account and the ability to access PsycINFO, the APA database, are required for all Psy.D. students.

Psy.D. Curriculum

The Psy.D. curriculum has been designed to meet the requirements of the APA for professional education in psychology. Courses stress the importance of critical thinking in the discipline of psychology, and the curriculum provides a breadth of knowledge regarding scientific psychology. Cultural and individual diversity perspectives are woven into courses across the curriculum. Since this is a professional degree, clinical education and application of scientific knowledge to clinical domains are stressed throughout the curriculum, as well as in the clinical practicum experience.

The APU Psy.D. embodies an emphasis in family psychology. All the courses in the curriculum incorporate a systemic perspective on psychology which includes an awareness of the dynamic interaction between individuals, interpersonal relationships, and the environment.

In addition to the interdisciplinary courses that integrate ethics, theology, and psychology, issues relevant to Christian faith are addressed in the curriculum where appropriate.

Required Courses		**89 units**
PPSY 701	Clinical Practicum I	2
PPSY 702	Clinical Practicum II	2
PPSY 711	Psychology and Systems Theory	3
PPSY 712	Theories of Change and Empirically Validated Treatments	3
PPSY 713	Assessment II: Personality	3
PPSY 714	Assessment III: Intelligence and Academics	3
PPSY 715	Adult Psychology	3
PPSY 716	Family Psychology	3
PPSY 717	Child Psychology	2
— or —		
PPSY 735	Adolescent Psychology (Must take one 2-unit course)	2
PPSY 718	History and Systems of Psychology	3
PPSY 719	Social Psychology	2
PPSY 721	Addictive Behaviors	2
PPSY 722	Research Design I	3
PPSY 723	Research Design II	3
PPSY 724	Couples Theory and Therapy	2
PPSY 726	Biblical Ethics and Psychotherapy	3
PPSY 727	Clinical Practicum III	2
PPSY 728	Clinical Practicum IV	2
PPSY 729	Treatment Planning	1
PPSY 730	Cognition	2
PPSY 731	Dissertation Development	1
PPSY 734	Gerontology	2
PPSY 736	Social Ethics and Psychotherapy	3
PPSY 737	Clinical Practicum V: Domestic Violence Competency	2
PPSY 738	Clinical Practicum VI	2
PPSY 739	Psychobiology	3
PPSY 740	Consultation in Clinical Psychology	2
— or —		
PPSY 744	Supervision in Clinical Psychology	2
PPSY 745	Dissertation I	1
PPSY 746	Dissertation II	1
PPSY 747	Dissertation III	1
PPSY 748	Dissertation IV	1
PPSY 750	Predoctoral Internship (Full-time, Pre-Doctoral Internship: 2 semesters/1 unit each)	1
PPSY 753	Family Ethics and Psychotherapy	3
PPSY 754	Assessment IV: Projectives	3
PPSY 755	Dissertation V	1
PPSY 756	Dissertation VI	1
PPSY 757	Psychopharmacology	2
PPSY 758	Techniques of Change: A	1
PPSY 759	Techniques of Change: B	1
PPSY 760	Techniques of Change: C	1
PPSY 798	Electives (three/2-unit courses)	6

These courses have been arranged in two tracks (four- and five-year studies) to allow students flexibility in choosing the academic load most appropriate for their lifestyle.

Four- and Five-Year Academic Plans

Four-Year Program

Participation in the full-time, four-year plan requires attending classes during the evening two days per week plus Saturday courses (usually six Saturdays in a semester). An additional 12-15 hours per week minimum for practicum is required throughout the program.

Five-Year Program

Participation in the reduced-load per semester, five-year plan requires attending classes during the evening one to two days per week plus Saturday courses (usually six Saturdays in a semester). An additional 12-15 hours per week minimum for practicum is required in the first three years of the program.

Students take electives during the program and their choice of Child Psychology or Adolescent Psychology. (Electives may be taken in semesters other than where indicated. Students are encouraged to consider how best to balance each semester.)

Psy.D. Clinical Training

Clinical training is central to the practitioner (Psy.D.) model for educating clinical psychologists. Azusa Pacific University's program is committed to assisting students in developing the essential knowledge base, attitudes, and therapeutic skills necessary to function as a clinical psychologist.

Quality clinical training provides practitioners with experiences that ensure depth and breadth of clinical interventions, diversity of clients, the opportunity to develop therapeutic competencies that integrate their theoretical course work with direct client experience and the development of the six core competencies in professional psychology.

Clinical training at the doctoral level involves three years of practicum and a full-time, year-long internship (a limited number of two-year, half-time internships are available in some settings). Students entering the Psy.D. Program with existing clinical training or licensure must still complete the program's clinical training sequence.

In their clinical placements, students gain experience in a variety of clinical settings including in-patient/residential, child, out-patient, brief/managed care, and settings utilizing psychological assessment. Supervision is provided by the field placement sites as well as psychologists on the APU faculty.

Concurrent with their supervised practicum, students participate in an on-campus course that provides a forum for the review of the clinical practicum experience.

For those students who are licensed or registered in mental health professions other than psychology, the Department of Graduate Psychology requires that all practicum training in the Psy.D. be entirely separate from any practice under such existing license or registration. For purposes of predoctoral training in psychology, all students are to be identified exclusively as psychology trainees, psychology students, or psychology interns. Practicum students are not allowed to make known in any manner any other status they may hold in other mental health professions. Practicum hours from training in psychology may not under any circumstances be "double counted" toward training required for other mental health professions. If a student conducts a clinical practice or performs mental health services under an existing nonpsychology mental health license while he or she is a student in the Psy.D. Program, the Department of Graduate Psychology officially recommends that these students consider the impact of their education and training in psychology on such practice and that they seek supervision for any services that may be deemed to be part of the profession of psychology.

During the clinical practicum component of the Psy.D. Program, the student completes a minimum of 1,600 hours of clinical training, including supervision, direct client contact, and an assessment practicum completed over the course of the Psy.D. These hours of clinical training occur in addition to any master's-level training hours.

Prerequisites for Clinical Training at the Doctoral Level

Students entering the Psy.D. Program with an accredited master's degree in psychology or a closely related field are likely to have earned hours of supervised clinical placement, including hours of direct client contact, supervision, and other supervised activities. Such training provides a foundation for clinical training at the doctoral level, but is not a substitute for the Psy.D. training sequence.

Students entering the Psy.D. Program directly from a bachelor's degree must complete the Pre-Psy.D. track before entering the clinical training courses provided at the doctoral level. Included in the Pre-Psy.D. are Introduction to Clinical Practice and the Pre-Psy.D. Practicum in Advanced Skills and Psychological Ethics in preparation for the Psy.D. clinical training sequence.

Students entering the Psy.D. Program with an M.A. in Psychology, but without a clinical practicum, are strongly encouraged to take the clinical training practicum in the Pre-Psy.D. track before entering the clinical training courses provided at the doctoral level.

Clinical Training Course Work

Practicum

The clinical training sequence begins in the first year of the APU Psy.D. and continues through the third year of the program, in preparation for the predoctoral internship. Each semester the student participates in a Clinical Practicum course that emphasizes the development of a particular clinical competency. Students are required to demonstrate their accomplishment of the competency by passing a mini-competency exam at the end of each semester.

Competencies by CP course are:

CP I: Ethics in Professional Practice
CP II: Legal and Ethical Competency
CP III: Diversity Competency
CP IV: Diagnostic Competency
CP V: Domestic Violence
CP VI: Interdisciplinary Competency

The Clinical Practicum I-VI sequence is coordinated with the science, theory, and clinical course work in the APU Psy.D. The opportunity to apply the course material is considered essential to the development of the core competencies in psychology.

In the first year, students take courses that provide a theoretical foundation in psychology and the orientation of the program (Systems Theory, History and Systems, Research Design), as well as clinical courses in assessment (Assessment I and II), and specific clinical issues (Treatment Planning).

These courses coordinate with CP I-II, the introductory practicum courses that develop basic competency in professional ethics and legal issues, and include rehearsal, role play, and interviewing opportunities for students prior to the external practicum site placements in CP III-VI.

During the second year of the program, students take clinical courses in Techniques of Change, and specific clinical populations (Adult Psychology, Family Psychology, Addictive Behaviors, Couples Theory and Therapy), as well as two interdisciplinary courses (Biblical Ethics and Family Ethics). These courses provide material relevant to the experiences in external practicum sites during CP III-VI.

In the third year of the program, students take additional science and interdisciplinary courses (Social Psychology, Cognition and Social Ethics), population-specific clinical courses (Adolescent Psychology, Gerontology), emerging clinical competency courses (Consultation, Supervision), and a course in Psychopharmacology that is intended to prepare students for internship.

Internship

The Psy.D. Program requires a predoctoral internship in a one-year, full-time or two-year, half-time (1,800 hours minimum) setting.

The clinical dissertation must be completed prior to the internship, which allows the student to focus on the internship as the capstone of the clinical training sequence.

The director of clinical training (DCT) meets with prospective interns each June to discuss the internship application process. A special vita and application workshop is held. During the summer before they apply to internship, students are encouraged to study the APA or APPIC Directory for options that fit their training needs. During Clinical Practicum V: Empirically Validated Treatment Competency, additional information about Uniform Notification Day, APPIC requirements and forms, interviewing skills, reference and cover letters, and other issues specific to internship application is provided.

All students are strongly encouraged to apply for APA-accredited or APPIC-recognized internship sites, though the department understands that some students may be unable to relocate due to family and occupational responsibilities. All internship sites must meet APPIC standards.

Upon receiving approval from the DCT, students may begin the application process of obtaining a predoctoral internship.

Quality Assurance in Clinical Placements

The director of clinical training and the Clinical Training Committee have an ongoing responsibility to ensure that the Psy.D. Program's clinical training standards meet all state licensing and APA requirements. All clinical training is intended to be consistent with the requirements stated in the Laws and Regulations Governing the Practice of Psychology in the State of California. Modifications in state law shall be reflected in program changes to ensure training consistent with the current practice of psychology. Additionally, the clinical training required by the Psy.D. at APU is consistent with the APA ethical and professional standards and training guidelines.

Director of Clinical Training

The director of clinical training organizes, plans, and coordinates all aspects of clinical training for the Psy.D. Program at APU. The DCT is a licensed psychologist in the state of California with a background demonstrating mastery in the core areas of clinical training and reflective of the diverse training setting required by the program (in-patient/ residential, child, brief/managed care, and psychological assessment).

All clinical placements must be approved by the DCT and must meet the requirements for quality of training experience, depth and quantity of supervision, and level of appropriateness for doctoral level training.

The DCT coordinates and has oversight responsibility for all clinical placements and develops appropriate training experiences for students in the on-campus counseling centers as well as establishing contractual relationships with off-campus sites.

Clinical Training Committee

The Clinical Training Committee (CTC) is a subset of APU faculty comprised of licensed psychologists, and has direct oversight of or provides direct supervision to students in the program. The CTC is chaired by the DCT and meets regularly to review and establish policies related to clinical training, grant approval to students to begin the clinical practicum sequence, and sit on students' Clinical Competency Examination panels.

Evaluation Procedures

The clinical training goals and objectives are integrated into the clinical practicum sequence and coordinated with the clinical courses in the Psy.D. Program. Outcomes in the clinical sequence are measured throughout the program and include regular presentations of videotaped work of students, classroom demonstrations and role plays, assessment reports presented in class, mini-competency exams, supervisor evaluations, integration paper, Clinical Competency Exam, intern acceptance and level, and licensure acquisition.

Informal Evaluation
Informal evaluation consists of feedback given to students by their field placement supervisor, on-campus clinical supervisor, and supervision groups. Although primarily verbal and situational, this evaluative form is of great importance due to its immediacy to clinical interventions and the issues arising during the students' clinical placements.

Formal Evaluation
Formal evaluation occurs at the end of each semester of clinical placement. Students are evaluated by their field site supervisor as well as by all faculty members. The site supervisor evaluation is discussed with students prior to its being sent to the DCT and becoming part of the students' clinical files. Students receiving inadequate evaluations are placed on probation, counseled by their faculty supervisor, and should their clinical performance fail to meet expected standards, dismissed from the program. The CTC may require students to complete remediation assignments in order to meet competency standards. As noted above, students are evaluated at the end of each semester for the achievement of competency in key clinical areas. These mini-competency exams prepare the student for the Clinical Competency Exam, a cumulative evaluation of readiness for the predoctoral internship.

Students also evaluate their site experience and site supervisor at the end of each semester. These evaluations are submitted to the DCT and are used to ensure the quality of placement sites and on-campus supervision groups.

Clinical Competency Examination
As a final evaluative measure, each student must pass a Clinical Competency Examination.

A student submits an example of his/her clinical work (case presentation, assessment, treatment plan, and a videotape of student-client interaction including a verbatim transcript) along with his/her Clinical Portfolio (including an assessment, a videotape with transcript, a complete written summary of case from intake to termination, supervisor evaluation, verification of practicum hours, list of assessments performed, curriculum vita, and conference presentations or published works) to a three-member faculty committee (including at least one member of the CTC). The student presents a client case in which he/she has performed the initial assessment, case history, and mental status exam; an analysis of the client's psychological testing; and a case summary, including legal and ethical issues in the case, treatment planning based upon empirically supported interventions, case management, diversity issues, and the transference and counter-transference involved in the case. The presentation must include a 50-minute videotape of student interaction with the client. In addition, the student must respond to a case vignette, including the same elements noted above. Students must include a family psychology perspective in their interaction with the cases and demonstrate an ability to discuss the interdisciplinary (psychology, ethics, theology, and philosophy) dimensions of the case. The purpose of this exam is to ensure that the student has developed the requisite skills to successfully enter an internship. Successful completion of the exam is required in order to proceed to internship.

Research and Clinical Dissertation

Overview of Research Competency Objectives
The APU Psy.D. Program recognizes that a comprehensive practitioner-scholar clinical psychology training program involves training clinicians to be critical consumers of psychological research, and proficient with relevant clinical research and analysis methodologies, grounded in delivering services that are evidence-based and empirically defensible.

The program is designed to give students the essential research skills that every competent clinical psychologist needs to operate in a diverse marketplace.

Emphasizing the acquisition of a solid foundation in clinically relevant research principles and skills, the APU Psy.D. research pedagogy is based on an integration of an academic model of classroom instruction and a mentoring model of individual and group research supervision. The research curriculum provides a foundational education in research methodologies and analytical procedures that enable the student to engage in more advanced, individually focused research experiences consistent with the Practitioner-Scholar model. The faculty values the development of research skills as a significant component of clinical training and, therefore, has developed a research program that includes: a) academic courses; b) individual research mentoring by faculty; c) voluntary research groups facilitated by faculty mentors; d) faculty research programs and institutional research support; e) possible collaboration with extramural research facilities; and f) integration of solid scientific support for clinical theory, intervention, and assessment courses. A discussion of these components of Azusa Pacific University's broader research program is articulated hereafter.

The research and evaluation competencies necessary for the practice of clinical psychology are gained through a sequence of research courses and supervision that ultimately culminates in the creation and defense of a clinical dissertation. Students are required to take two research courses during their first year of the Psy.D. that provide the foundations for critical evaluation of qualitative and quantitative research, research problem formulation, the scientific method, literature review, research design, hypothesis formulation and testing, presentation and discussion of research results, and research ethics. The Psy.D. student will formulate a research problem, review relevant literature, design the appropriate research methodology, and submit a proposal for the clinical dissertation.

The research and dissertation sequence is designed to produce practitioner-scholars who have the requisite knowledge to function effectively in a variety of clinical settings. Upon completion of the Psy.D. program, the student will be able to demonstrate competency in the following areas of research and practice:

1. Employ critical thinking skills pertaining to psychological phenomena
2. Evaluate existing clinical research and practice
3. Formulate clinical problems
4. Design research methodology
5. Collect relevant qualitative and quantitative data
6. Analyze and present research findings
7. Discuss relevant implications of their findings
8. Demonstrate skill in written communication
9. Function independently as a practitioner-scholar

Research Courses and Dissertation Development

Research course work offered at the beginning of the program provides the necessary research knowledge-base to enter into a more intensive research process with a supervising faculty member. In addition to academic instruction, students will begin to formulate their research questions and benefit from the expertise of faculty members and more senior students also working with the dissertation chair.

Research Design I: Research Design I begins the development of a clinical dissertation. In this course, students gain expertise engaging in sound scientific methodology. During the semester, students: a) are exposed to basic concepts in a philosophy of science for psychology, b) receive a broad survey of qualitative and quantitative research designs, c) learn to critically evaluate the merits and shortcomings of research in order to identify problem areas or gaps, d) understand how research problems are formulated, e) organize and synthesize literature relevant to the student's dissertation topic, and f) formulate the initial stages of the clinical dissertation. During the semester, faculty research interests and areas of expertise are provided to students in a Clinical Dissertation Proseminar. During the proseminar, faculty and students interact about research interests and faculty describe opportunities for participation in research groups. During this semester, students should select a dissertation chair and begin to consolidate their research interests.

Research Design II: This course is offered in the spring semester and is intended to build upon the foundation established in Research Design I. In this course, students develop and hone their scholarly writing skills, receive more detailed instruction on qualitative and quantitative methodologies, and gain an understanding of program evaluation and outcome research, needs assessment, survey research, and clinical outcome research. During this course students will have met with their dissertation chair, consolidated their research topic, and planned the prospective research methodology, data collection, and analysis. By the end of this course, students will apply the information obtained in both research design courses (I, II), and, under the supervision of their dissertation chair, participate in dissertation research groups to produce an initial literature review.

Dissertation Development: The intent of this course is to familiarize the student with research ethics and to provide specialized education in the type of dissertation the student has chosen to undertake (e.g., program consultation, advanced statistics for quantitative dissertations, advanced training in the use of a computerized qualitative analysis program for qualitative dissertations, etc.). Students receive focused instruction on the type of clinical dissertation they have chosen. During this semester, students develop their methodology section and a prospectus for successful completion of their dissertation.

Research Mentoring

Upon completion of the research sequence, students enter into research mentoring with their dissertation chair. Each subsequent semester, students enroll in dissertation units and consensually set specific research milestone requirements to achieve the objectives of completing the clinical dissertation and functioning independently as a practitioner-scholar. From the time the student chooses a dissertation chair in the first semester of the program to the completion of the clinical dissertation, the student is involved in individual supervision and/or voluntary research groups facilitated by the dissertation chair. Both settings are designed to solidify the principles and skills learned in the academic research and dissertation sequence. The dissertation proposal defense must be completed by October 15 of the fall semester prior to application for the predoctoral internship. Students must register for continuation units beginning in the internship year until the dissertation is complete.

Clinical Dissertation

Definition of the Dissertation

To obtain a doctorate in clinical psychology it is necessary to complete a clinical dissertation. The clinical dissertation is a written document relevant to professional issues and practice in clinical psychology. It involves: a) identification of a clinical problem or gap in the field, b) a plan to solve the problem or contribute to the existing knowledge base; c) critical review and synthesis of the available research; d) contribution of the student's original research; and e) analysis of the findings and articulation of the relevancy to the science of clinical psychology.

The nature and scope of the Psy.D. clinical dissertation is distinct from the type of dissertation required in a Ph.D. It is intended to demonstrate satisfaction of the research and evaluation competency in professional psychology. The Psy.D. research curriculum and clinical dissertation teach students to follow "a systematic mode of inquiry involving problem identification and the acquisition, organization, and interpretation of information pertaining to psychological phenomena" (NCSPP, 1992). Completion of the research and dissertation courses will demonstrate the competency "to engage in rigorous, careful, and disciplined scientific inquiry." The Clinical Dissertation may fall within one of six broad categories:

- Clinical Application: This is a product or program relevant to the application of professional psychology. The dissertation involves a relevant literature review, development of a product or program (including support documentation), and implementation or evaluation of at least a portion of the application or product.
- Qualitative Research: Using qualitative research methodology, students conduct a literature review and collect and analyze qualitative data (e.g., interviews) to contribute to an area of clinical psychology that does not easily or conveniently lend itself to empirical data analysis. The findings from qualitative data analyses often illuminate new avenues of empirical research.
- Critical Literature Analysis: Students may seek to synthesize and critique a body of research that is relevant to the practice of clinical psychology. This dissertation involves a comprehensive review, critique, and synthesis of the research literature in an area of clinical psychology noting implications for further research and clinical application.
- Program Consultation: Students may provide psychological consultation to an existing program, institution, or organization. The consultation dissertation includes a relevant literature review, needs assessment (collection of data), analysis of results, and recommendations to the client.
- Quantitative Research: This dissertation involves a literature review, hypothesis formation and testing, research design, statistical analysis, and the description and discussion of the research findings. The research project may analyze original data (involving data collection and subject recruitment), perform a secondary data analysis (involving access to an existing data set), or conduct a meta-analytic research synthesis.
- Theoretical Development: Dissertation students comprehensively review existing literature in a specific area of professional psychology and seek to significantly modify, reformulate, or advance a new conceptual or theoretical area or model relevant to the practice of psychology.

Dissertation Committee

The Dissertation Committee consists of no fewer than three members. Additional external readers with expertise in the area of study are encouraged as agreed upon by the committee chair. It is expected that the students make initial contact with the person they would like to chair their committee during the semester in which they take Research Design I. Selection and approval of the entire committee is a requirement for completion of the Research Design II course.

All Dissertation Committee members must hold an earned doctorate from an accredited institution. The chair must be a core faculty member in the Department of Graduate Psychology. The remaining members may be full-time faculty members from the Department of Graduate Psychology or another department at APU, an adjunct faculty in the department, or a person from outside the APU community. If the student chooses a person from outside the APU community, it is necessary to secure the approval of the committee chair. Students should choose committee members whose research interests and content expertise are closely related to the area of their dissertation.

Dissertation Proposal Review

During Research Methods II and Dissertation Development students conduct their initial literature review, develop their methodology section, and begin work on their proposal. Students continue to develop their dissertation proposal with consultation from the dissertation chair, committee members, and the director of research during Dissertation I-VI (one course each semester). The proposal must be approved by the chair and committee members at a Proposal Defense as a final requirement in order to gain approval to submit applications for placement in predoctoral internship. Failure to complete the dissertation defense by the deadline results in a minimum of a one-year delay in applying for an internship. It is the student's responsibility to schedule the

Proposal Defense with the dissertation chair and committee. The draft proposal must be provided to the committee at least two weeks prior to the meeting. Students review the proposal with the committee, indicate how the dissertation study will enhance development of the core competencies in psychology, present an understanding of the relevant literature, provide a rationale for the proposed dissertation, describe the scope of work and choice of methods, and answer questions regarding the proposal. Formal approval of the dissertation proposal by the entire committee is necessary to proceed with the dissertation study.

Dissertation Process and Oral Defense

After the approval of the dissertation proposal, students proceed with the development of their dissertation. Dissertation Committee chair and members are available to students to guide the work. Institutional Review Board approval must be secured before any research activity with participants commences. The Dissertation I-VI courses and interaction with the committee facilitates completion of the dissertation, since students must fulfill certain milestone requirements in order to proceed in the program.

All students are responsible for the timely completion of their dissertation. Students should note that there is an additional dissertation fee for each semester beyond the final semester of course work prior to internship in which the dissertation is not complete. This fee allows students to access university resources, including faculty advisement. The maximum length of time for completion of the dissertation is eight years from the date of matriculation.

The written dissertation must follow current APA style and university guidelines in the dissertation manual. Once the dissertation is complete and meets the requirements of the Dissertation Committee chair and members, students must then successfully defend the dissertation in front of the entire committee. At the Oral Dissertation Defense, students formally present the dissertation to the committee, demonstrating that the dissertation is their work and that they are able to explain and defend it. If the defense is deemed acceptable by the committee, the committee signifies its approval using appropriate forms. The committee must have unanimous agreement to approve the dissertation defense. It is likely that changes and additions will be required to complete the dissertation following an acceptable defense. If their dissertation defense is rejected, the students must demonstrate substantive improvement in their ability to defend their dissertation, consistent with the response of the committee, prior to a second oral defense.

Following approval of the defense, students make necessary corrections in their written dissertation as requested by the committee. These corrections must be approved by the dissertation chair and any other member(s) of the committee who wishes to review them.

The final corrected copy is then submitted to a technical reader who reviews the dissertation to determine compliance with APA style and university guidelines. These corrections are returned to students and must be completed within a month.

Following approval of these corrections, students submit copies duplicated according to specifications to the Department of Graduate Psychology for binding and distribution to University Microfilms Incorporated for inclusion in Dissertation Abstracts. A final approval, signifying completion of all the required filings, must be filed with the department to satisfy the degree dissertation requirement. Failure to complete all of the above within six months of the oral defense may result in a requirement that the student repeat the oral defense.

Degree Posting

The doctoral degree is posted after the student has met all degree requirements, including documentation of completion of the Predoctoral Internship. Degree posting dates conform to those published in the graduate catalog.

Doctoral Assistantships

Funds are allocated to provide up to two assistantships in each entering class of the Psy.D. Program. For the first three years of their program, assistants receive 50 percent tuition remission plus a $6,250 annual stipend in return for 15 hours of service per week in the Department of Graduate Psychology. The director of the Psy.D. Program determines the roles and responsibilities of the assistants. In some cases the director of the Psy.D. Program will divide one position into two (each receiving one-half of the benefits) in order to assist more students.

Preference is given to applicants who evidence financial need and academic ability, possess cultural knowledge and language skills that facilitate the provision of psychological services in a minority community, and express commitment to providing psychological services in a minority community following graduation. If a student elects the five-year sequence in the Psy.D., the assistantship and tuition remission will apply only to courses actually taken in the first three years of the program. Minimum GPA and performance standards must be maintained to continue in the assistantship.

Applications for the assistantships and criteria for evaluation of applications are available from the director of the Psy.D. Program.

Adherence to Four- or Five-Year Track

Students are admitted to the Psy.D. based on their stated intent to adhere to one of the two course sequence tracks created for the program. The four-year track requires greater weekly time commitment and more units per semester. The five-year track is somewhat less intense in weekly time demands and semester unit load.

Once admitted, students must adhere to the selected track unless special permission is granted by the director of the Psy.D. Program. The Psy.D. faculty believes that participation in a cohort of peers throughout the program is an important factor in academic and professional development.

Progress Review and Annual Evaluation

The progress of all students in the Psy.D. Program is reviewed each semester in order to encourage professional development and completion of the program.

Since personal characteristics are important to competency in professional psychology, students will be evaluated regularly by faculty on categories determined in the literature to be important to the development of psychologists. The evaluation form, noting the dimensions for evaluation, is provided to students upon entrance to the program (or earlier by request). Students who evidence behavior rated unsuitable for a Psy.D. student by faculty will be required to meet with their advisor to determine a personal development plan. Students who fail to improve according to their development plan are subject to dismissal from the program.

An annual student progress evaluation is conducted in July, following the summer term. All aspects of student progress in the program are reviewed and a letter is sent to students informing them of the results of the review, noting strengths or completion of particular requirements and areas for improvement or remediation in order to remain current in the program.

Academic Probation and Disqualification

Psy.D. students must maintain a minimum cumulative GPA of 3.0 throughout the period of their enrollment. Students will be placed on academic probation if a cumulative 3.0 grade-point average is not maintained, or when they obtain a grade below a *B-* in their course work. Psy.D. students may be disqualified from further graduate work if a cumulative 3.0 GPA is not maintained or if they obtain a total of two grades below a *B-* in their course work.

Student Disclosure of Personal Information

Faculty of the Department of Graduate Psychology may ask students to disclose personal information regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others, if the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training or professionally related activities in a competent manner or posing a threat to the students or others. In some courses or clinical training situations, students may be required to participate in experiential groups or consulting projects.

Student Grievance Procedure

The procedure for initiation of student grievance is detailed in the Academic Policies and Procedures section of this catalog.

Identification of Students with the Profession of Psychology

In order to facilitate the identification of students with the profession of psychology, all students are required to join the American Psychological Association as student members upon acceptance into the Psy.D. Program. Membership in APA provides many benefits, including subscriptions to the *Monitor* and *American Psychologist*.

Personal Psychotherapy Required

All Psy.D. students must complete 30 hours of psychotherapy with a licensed psychologist of their choice. Additional individual psychotherapy may be recommended or required by the program as part of the degree requirements if deemed necessary by the faculty of the Department of Graduate Psychology.

Academic Advising

Each student selects a Dissertation Committee chair during his/her first semester in the program. That faculty member also serves the student as his/her academic advisor. In addition, the director of the Psy.D. Program and the director of clinical training may provide information regarding program planning and special concerns.

Academic Psychology Licensure

The APU Psy.D. Program fulfills the graduate education requirements in the state of California for licensure as a psychologist. Students seeking licensure in California may obtain information regarding requirements by contacting:

Board of Psychology
1422 Howe Ave., Ste. 22
Sacramento, CA 95825-3200
(916) 263-2699
www.dca.ca.gov/pscyh

Students seeking licensure in another state should contact the appropriate examining board in that state.

Course Descriptions

Pre-Psy.D.

PPSY 510 Psychotherapy and Cultural Diversity (3)
An awareness of divergent cultural values, assumptions, and family dynamics is essential to the practice of psychotherapy in a pluralistic society. Through experiential exercises and assignments, this course examines the conceptual and theoretical foundations of cross-cultural psychotherapy and encourages students to evaluate their readiness to do so. An introduction to the distinctives of several cultural groups is provided.

PPSY 531 Ethical Foundations of Psychotherapy (3)
This course presents philosophical and ethical perspectives integral to the understanding of the contemporary psychologies. Students learn how to analyze the ethical bias of psychotherapeutic psychologies, identify their underlying philosophical assumptions, and develop an appreciation for the moral components in individual, marital, and family identity formation.

PPSY 533 Theological Foundations, Spiritual Formation, and Psychotherapy (3)
This course examines key issues in the theological foundations of human nature and spiritual formation. Students are encouraged to develop a view of human nature that demonstrates theological consistency, reflects on frameworks of meaning in spiritual development, and engages clinical perspectives that are beneficial in therapeutic practice. *Prerequisite: PPSY 531*

PPSY 534 Integrative Therapy, Clinical Process, and Moral Maturity (3)
Moral maturity in Christian theology is the focus of this course. Students apply integrative clinical strategies from biblical, theological, philosophical sociological, and psychological perspectives to the clinical setting. *Prerequisites: PPSY 531 and PPSY 533*

PPSY 540 Assessment I (3)
This course provides a broad understanding of the psychometric principles related to psychological assessment. It is the first in a sequence of courses that will continue in the Psy.D. Program, and it provides the foundation of knowledge that is necessary for development of the assessment competency in psychology. Special emphasis is placed on the science of psychological assessment, including an introduction to descriptive statistics, reliability, validity, and item analysis. The structure of an assessment battery, conducting clinical interviews, and the use of psychological tests with diverse populations is addressed.

PPSY 551 Theories of Personality and Psychotherapy (3)
This course surveys the basic theoretical orientations used by current practitioners, focusing on theories used in treatment of individuals within a system. Established schools of thought and their immediate descendants and alternative theoretical approaches are presented through lectures, videotapes, reflection, and experienced learning.

PPSY 552 Human Sexuality and Sex Therapy (3)
This course reviews human sexuality as a basis for sex therapy. Students examine and evaluate the biological, psychological, social, and moral perspectives of the theories of sexual development and functioning. In addition, students survey literature on sexual dysfunction, develop diagnostic skills for assessing the nature and extent of sexual dysfunction, and learn treatment strategies utilized in the various systems of marital and sex therapy.

PPSY 563 Psychopathology (3)
This course provides a survey of the major theories, categories, and treatment of psychopathology. Through the use of case studies, students develop their diagnostic skills and a mastery of the concepts in the *Diagnostic and Statistical Manual of Mental Disorders (DSM-IV). Prerequisite: Abnormal Psychology or equivalent*

PPSY 571 Family Therapy (3)
This course consists of an overview of current theories and methods of family intervention. The systems approach is emphasized, though psychodynamic and communication concepts in the interpersonal field are also included. The major theorists in each system are identified and their techniques demonstrated.

PPSY 580 Introduction to Clinical Practice: Basic Skills (3)
This course introduces the student to basic skills in attending behavior, clinical interviewing, treatment planning, progress notes, clinical intervention, and medical/psychiatric consultation and referral. Activities include reading, observation, role playing, and student audio/videotaped clinical practice. A grade of *B-* or higher must be achieved.

PPSY 594 Clinical Practicum (3)
This course provides an introduction to the clinical world of the psychologist. Students are introduced to the American Psychological Association's Ethical Standards and other content that distinguish psychologists from other mental health professionals. A review of basic clinical skills are provided with an emphasis on developing and refining the skills related to the relationship between clinician and client (respect, warmth, genuineness, empathy, concreteness, potency, self-disclosure, confrontation, and immediacy). Work in small groups allows an opportunity for students to role play and receive feedback concerning their skills.

PPSY 595 Special Topics (1-6)
Special topics courses offer graduate-level content in an intensive format. These courses include a range of specialized topics that are of interest to mental health professionals. Among these topics are the Substance Abuse course, offered twice annually, and topics involving contemporary approaches to integration and counseling. The unit values of these courses range from one to six depending upon the specific contact hours and workload involved in the course.

Psy.D.

The Clinical Practicum courses that follow are intended to provide additional clinical training for students while they are in clinical practice; in addition to the course work, a student must gain hours of clinical experience in the sites specified each year during the time the Clinical Practicum sequence is taken.

PPSY 701 Clinical Practicum I (2)
This course provides an introduction to the clinical practice of psychology. Students review the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct. The course focuses on understanding and application of ethical principles in a variety of professional psychology settings. Students practice basic skills in assessment, interviewing, conduct of a mental status exam, crisis management, sensitivity to diversity of clients, and use of empirically validated treatments in a brief clinical experience. The role of the psychologist is distinguished from other mental health professionals.

PPSY 702 Clinical Practicum II (2)
This course provides an introduction to the practice of clinical psychology. Students review the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct and other laws relevant to the practice of psychology. The course focuses on understanding and application of ethical principles and legal rulings in a variety of professional psychology settings. Students must pass a competency examination on legal and ethical issues to complete this course. Students practice basic skills in a brief clinical experience and participate in a forum for the review of their clinical practicum experience.

PPSY 711 Psychology and Systems Theory (3)
This course provides an introduction to the discipline of Family Psychology and the theoretical orientation of the Psy.D. curriculum. An in-depth analysis of the tenets of systems theory and their application to psychotherapy is provided. Philosophical, theological, and psychological ramifications of systems theory are considered. Students are challenged to adopt an ecological systems epistemology and think critically regarding the integration of psychological theories within a systemic framework.

PPSY 712 Theories of Change and Empirically Validated Treatments (3)
This course examines major theoretical orientations regarding the process of change in psychotherapy and provides instruction in the selection of empirically validated treatments. Contemporary theories are reviewed and critiqued in light of current research on the effectiveness of treatments based upon those theories. Students are expected to develop a coherent theoretical and empirical rationale for therapeutic interventions.

PPSY 713 Assessment II: Personality (3)
This course provides a review of the fundamentals of psychological assessment; the administration, scoring, and interpretation of objective instruments for the clinical assessment of personality; and professional report writing. Instruments to be studied include the Minnesota Multiphasic Inventory II and the Millon Clinical Multiaxial Inventory III. Cultural issues in the interpretation of psychological tests are addressed.

PPSY 714 Assessment III: Intelligence and Academics (3)
This course covers the assessment of intelligence in children, adolescents, and adults and the assessment of children for developmental, learning, and emotional disorders. The course emphasizes the Wechsler intelligence scales. Critical analysis of cultural considerations in test interpretation are considered. The development and composition of comprehensive assessment batteries are addressed.

PPSY 715 Adult Psychology (3)
This course surveys adult development, adult psychopathology, and individual adult psychotherapy. Systemic and social interaction is emphasized in developmental process, etiology and manifestation of psychopathology, and therapeutic interventions. Culturally diverse populations are considered.

PPSY 716 Family Psychology (3)
This course examines family development, the assessment of family functioning, the intersection of psychopathology and family dynamics, and family psychotherapy. Students learn to administer and interpret family assessment measures. The role of culture, ethnicity, and religious influences in families is discussed. Students develop systemic treatment plans which recognize the value of the appropriate inclusion of individual, dyadic, and family therapy sessions.

PPSY 717 Child Psychology (2)
This course provides an overview of the field of child psychology, including child psychopathology. Emotional, behavioral, and learning problems are thoroughly examined and understood within a systemic developmental context. Particular attention is paid to assessment, diagnosis, and treatment of children within the familial and cultural context.

PPSY 718 History and Systems of Psychology (3)
This course provides an overview of the history of the discipline of psychology. Topics covered include the theoretical and research underpinnings of the discipline; the various schools of thought associated with the discipline since its inception; and the influence and impact of each of these schools upon the practice of psychology. Students explore the subject matter through lecture, readings, discussion, and videos.

PPSY 719 Social Psychology (2)
The course provides an overview of the theoretical and applied knowledge of social psychology, which consists of how individuals affect their environment, and how the environment affects individual behavior and social interactions. The focus is on theory and empirical research which supports theory. In addition, classic-action oriented social psychology is examined in the application of social psychological theory to real-life situations.

PPSY 721 Addictive Behaviors (2)
This course addresses the etiology, course of progression, assessment methodologies, and treatment of addictive behaviors. A range of addictive behaviors are studied, including substance use and eating disorders, gambling, sexual addictions, and relationship addictions. Cultural and religious factors in addictions are studied. Special attention is given to social and environmental factors in the progression and treatment of addictive behaviors.

PPSY 722 Research Design I (3)
This course provides an introduction to research design and its application to psychology. Emphasis is given to developing knowledge and skills in research design, and in assessing the technical adequacy of research conducted by others. Various types of clinical dissertations are presented and discussed to assist students in developing their clinical dissertation proposal.

PPSY 723 Research Design II (3)
This course focuses on statistical methodologies and their applications in the analysis of both empirical and qualitative data. Lectures emphasize statistical concepts and their application to clinical research. Computer applications of statistical software packages are emphasized in an experiential, laboratory component. This course provides the foundational skills necessary for students to finalize their clinical dissertation proposal and to conduct the research to complete their clinical dissertation.

PPSY 724 Couples Theory and Therapy (2)
This course reviews the current literature on dyadic relationships and psychotherapeutic approaches to couples. A minimum of three contemporary theoretical orientations and their clinical applications are studied in depth. Demonstration, simulation, case presentations, and clinical experience are used to reinforce the models presented. Students receive training in the administration and interpretation of assessment devices for the clinical evaluation of couples. Variations across cultures and interaction with wider systems are considered.

PPSY 725 Moral Psychology (3)
This course explores psychological perspectives on moral development and moral meaning. Students gain an understanding of the moral development of individual and family life using the conceptual frameworks and moral categories of phenomenological, gestalt, existential, cognitive, and object relations theories.

PPSY 726 Biblical Ethics and Psychotherapy (3)
In this course, students examine the primary ethical perspectives of Scripture in order to understand their role in the development of person and family values and their importance as a source of ethical guidance for individuals and families. Special attention is given to cultural and ethical relativism, biblical ethics and community life, and the clinical use of biblical ethics in ethical confrontation.

PPSY 727 Clinical Practicum III (2)
This course provides an on-campus forum for the review of clinical experience at a practicum site chosen subsequent to the development of an individual training plan. This course focuses on competency in the delivery of psychological services to diverse populations. Students must pass a competency examination on diversity to complete this course. Students are evaluated on the development of increased skill in the practice of psychology.

PPSY 728 Clinical Practicum IV (2)
This course provides an on-campus forum for the review of clinical experience at a practicum site. This course focuses on competency in clinical diagnosis. Students must pass a competency examination on diagnosis to complete this course. Students are evaluated on the development of increased skill in the practice of psychology

PPSY 729 Treatment Planning (1)
This course provides instruction in the process and structure of clinical treatment plans. Instruction is provided in the development of treatment plans, including the definition and diagnosis of problems, inclusion of psychological assessment and measurement in case conceptualization, and the formulation and implementation of empirically validated intervention strategies. Diversity issues in intervention evaluation and treatment planning are considered. Ethical principles and legal issues related to the standards of care in treatment are emphasized. Application is made to the variety of settings in which clinical psychology is practiced.

PPSY 730 Cognition (2)
This course studies current information on cognition and cognitive processes. The relationship of contemporary understandings of cognition to the practice of psychotherapy are considered.

PPSY 731 Dissertation Development (1)
This course provides advanced instruction in the development of the Psy.D. dissertation. Students participate in the section of the course that addresses the category they have chosen for their dissertation (e.g., Qualitative Research, Quantitative Research, Program Consultation, Critical Literature Analysis, Theoretical Development, or Clinical Application).

PPSY 734 Gerontology (2)
This course focuses on the specific developmental issues, psychopathology, and therapeutic interventions relevant to the aging. Special attention is given to ecosystemic factors, such as extended family dynamics and community services, as they relate to treatment. Differences across cultures are considered.

PPSY 735 Adolescent Psychology (2)
This course covers current perspectives on adolescent development, psychopathology, and psychotherapy. Traditional and recent models of adolescent development are reviewed. DSM-IV criteria for disorders which relate especially to adolescents are reviewed and therapeutic interventions studied. Special attention is given to models which recognize systemic factors in the etiology and treatment of adolescent issues. Students learn to administer and interpret at least one assessment device for adolescents (e.g., MMPI-A, MACI).

PPSY 736 Social Ethics and Psychotherapy (3)
This course presents ethical perspectives on the formation of social identity and community. Students examine the communal nature of the maturing self, the critical influence of urban life and urban problems on the family, and broader social goals of psychotherapy.

PPSY 737 Clinical Practicum V: Domestic Violence Competency (2)
This course provides an on-campus forum for review of clinical experience at a practicum site. Focus is on the detection, assessment, and intervention strategies for spousal or partner abuse and meets the California requirements for training in this area. Students must pass a competency examination in domestic violence to complete this course. Students are evaluated on the development of increased skill in the practice of psychology. Students review the process and skills related to application for internship.

PPSY 738 Clinical Practicum VI (2)
This course provides an on-campus forum for the review of clinical experience at a practicum site. This course focuses on the appropriate use of an interdisciplinary approach to clinical services that notes the interaction of philosophical, ethical, theological, and psychological dimensions. Students must pass a competency examination on the interdisciplinary approach to complete this course. Students are evaluated on the development of increased skill in the practice of psychology.

PPSY 739 Psychobiology (3)
This course introduces the biological and neurological bases of human behavior. The role of the central nervous system and organic bases of psychological development and psychopathology are examined. The effects of trauma, head injury, and the neurological aspects of DSM-IV disorders are discussed.

PPSY 740 Consultation in Clinical Psychology (2)
This course provides instruction and training in the provision of professional clinical consultation. Students are introduced to the theoretical and practical aspects of providing consultation.

PPSY 744 Supervision in Clinical Psychology (2)
This course provides instruction and training in the provision of professional clinical supervision. Students are introduced to the theoretical and practical aspects of providing supervision. In addition to lectures and readings focused on the process of supervision, students are supervised as they provide supervision to master's-level trainees.

PPSY 745 Dissertation I (1)
Students enroll for dissertation credit while they work with their committees on their Clinical Dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

PPSY 746 Dissertation II (1)
Students enroll for dissertation credit while they work with their committees on their Clinical Dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

PPSY 747 Dissertation III (1)
Students enroll for dissertation credit while they work with their committees on their Clinical Dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

PPSY 748 Dissertation IV (1)
Students enroll for dissertation credit while they work with their committees on their Clinical Dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

PPSY 750 Predoctoral Internship (1)
This is a one-year professional internship at an external site approved by the Clinical Training Committee. Students register for internship during the fall and spring semesters. *Prerequisites: completion of all Psy.D. curriculum and practicum requirements; pass the Clinical Competency Exam; and approval to apply for internship from the Clinical Training Committee (Students who opt to take a half-time, two-year internship must register for this course both years.)*

PPSY 753 Family Ethics and Psychotherapy (3)
This course explores moral identity formation within the family. Students consider religious, intergenerational, and systemic influence in the development of the moral landscape of the family and the moral and spiritual resources available to confront the emotional and psychological challenges of family life today.

PPSY 754 Assessment IV: Projectives (3)
This course provides an introduction to projective personality assessment tools and techniques. It emphasizes administration, scoring, interpretation, and report writing of the Rorschach using Exner's Comprehensive System. The course also briefly covers issues related to the use of other projective devices (e.g., Thematic Apperception Test and Projective Drawings).

PPSY 755 Dissertation V (1)
Students enroll for dissertation credit while they work with their committees on their Clinical Dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

PPSY 756 Dissertation VI (1)
Students enroll for dissertation credit while they work with their committees on their Clinical Dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

PPSY 757 Psychopharmacology (2)
This course introduces the use of psychotropic medications as an adjunctive therapy to psychotherapy. Current information on the use of medications in the treatment of psychological disorders is provided. Consideration is given to the special needs of certain populations (e.g., the elderly or substance abuse patients) when psychotropic medications are prescribed. Students develop skills in case management when referral to physicians or neuropsychologists is part of therapeutic practice.

PPSY 758 Techniques of Change: A (1)
Students learn and practice a variety of behavioral interventions designed to modify problematic behaviors in relation to specific disorders and clinical populations. The course emphasizes interventions with children and adolescents.

PPSY 759 Techniques of Change: B (1)
Students learn and practice a variety of cognitive-behavioral interventions designed to change problematic behaviors, affective states, and thought patterns in relation to specific disorders and clinical populations.

PPSY 760 Techniques of Change: C (1)
Students learn and practice a variety of psychodynamic interventions in relation to specific disorders and clinical populations with an emphasis on time-limited (brief) intensive psychodynamic psychotherapy.

PPSY 761 Advanced Clinical Practicum I (1)
This course provides an on-campus forum for the review of the clinical practicum experience. The course addresses clinical skills, case management, legal and ethical issues, and the processes of the practice and supervision of psychology.

PPSY 762 Advanced Clinical Practicum II (1)
This course provides an on-campus forum for the review of the clinical practicum experience. The course addresses clinical skills, case management, legal and ethical issues, and the processes of the practice and supervision of psychology. This course aims to provide an ongoing learning experience for students who desire or need to pursue an additional year of training beyond the required CP I-VI sequence. Readings and lectures are intended to further enhance skills of assessment and clinical intervention.

PPSY 795 Dissertation Continuation (3)
Only students who have not completed their dissertation prior to the predoctoral internship enroll in this course. Students enroll for dissertation continuation during the fall, spring, and summer semesters until the dissertation is complete and accepted for publication. Students are expected to complete specific goals, objectives, and tasks and to demonstrate satisfactory progress toward completion of the dissertation. Students who are continuing to complete their dissertation after they proceed to internship are required to enroll in this course each semester until the dissertation is completed, successfully defended, and accepted for binding. Students meet or interact with their faculty mentor and dissertation committee to facilitate completion of the dissertation.

PPSY 798 Special Topics (Electives) (1-6)
Elective courses are offered each semester according to the interests of students and faculty. Students are required to take elective courses during their program; some may choose to take additional courses of interest beyond the unit requirement of the program.

PPSY 798 Psychotherapy and Personality Disorders (2)
This course considers the developmental etiology of personality disorders, surveys various models of the disorders of personality (e.g., Millon, factor models), addresses the place of personality disorders in a systemic model of psychology, and introduces therapeutic treatment models for personality disordered individuals.

PPSY 798 Psychology of Women (2)
This course explores developmental, cultural, and clinical models of understanding and working with women's experience in the process of psychotherapy. Attention is focused upon particular issues presented by women clients and treatment approaches for dealing with these issues.

PPSY 798 Interpersonal Approaches to Psychotherapy (2)
This course considers the theory and practice of interpersonal psychotherapy, beginning with the foundational work of Harry Stack Sullivan, the founder of interpersonal psychiatry. In addition to the theory and work of Horney and Benjamin, Klerman's interpersonal psychotherapy of depression is examined.

PPSY 798 Value Formation within the Family (2)
This course explores the development of values with the family system. Special attention is paid to intergenerational perspectives, the role of family members in value formation, and the moral identity of the family.

PPSY 798 Psychological Assessment: Projectives (2)
This course covers the administration, scoring, and interpretation of the major projective tests for both children and adults. Emphasis is on the Rorschach and the Thematic Apperception Test (TAT), with additional focus on projective techniques, such as the House-Tree-Person, Kinetic Family Drawings, and Incomplete Sentences.

PPSY 798 Brief Therapy and the Managed Care Environment (2)
This course provides an introduction to the theories and techniques of brief therapy and information on the practice of psychotherapy within the managed care environment.

PPSY 798 Family and Community Violence (2)
This course focuses on the perpetration of violence such as child abuse and neglect, rape, incest, battering, and gang and other violence in the community. The course addresses treatment issues for victims of violence, including crisis intervention in schools and the community. This course partially meets the requirements for state authorized reimbursement to therapists treating victims of violence.

PPSY 798 Neuropsychology (2)
This course considers the neurological basis of behavior. The emphasis is on understanding the relationship of neurological disorders and psycho-pathology and an introduction to neuro-psychological assessment. Screening, referral, and treatment issues are covered. The role of family/social network issues in treatment are also emphasized.

9 School of Music

Master of Music in Performance 182
Master of Music Education 182
Master of Arts in Worship Leadership 183

School of Music

Faculty

Dean, and Professor: Duane Funderburk, DMA

Chair, Graduate Programs; and Associate Professor: Dennis Royse, Ph.D.

Professor: Robert Sage, DMA

Associate Professors: Donavon Gray, DMA; Don Neufeld, M.A.

Assistant Professors: Kimasi Browne, C.Phil.; Alvin Clifft, M.A.; Timothy T. Durbin, M.M.; David Hughes, DMA; Michael Kozubek, M.M.; Brenda Reinebach, M.A.

Instructors: Patricia Edwards, M.M.; Michelle Jensen, M.M.

Lecturers (part time): Joel Clifft, M.M.; Harold Clousing, M.M.

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

Introduction

The graduate program in the School of Music at Azusa Pacific University endeavors to prepare students for professional positions in areas of performance, education, and church music. The faculty is committed to serving each student personally, ensuring a strong learning environment while combining a well-balanced academic setting with diverse performance opportunities available at the school.

The School of Music maintains a program unique to most schools, merging classical and contemporary musical training all within a Christian academic setting. Graduate students experience and interact with choral ensembles, opera workshops, chamber music, orchestral music, handbell choirs, wind ensembles, a marching band, and jazz ensembles. The Artist Concert Series brings world-class concerts to campus with guest artists and faculty collaborating each season. Assistantships are offered to ensure students a practical program to utilize their skills, with the possibility of financial assistance.

Programs Offered

The Master of Music in Performance allows specialization in several areas including conducting, instrumental performance, piano and organ performance, and vocal performance.

The Master of Music Education degree is designed for current teaching professionals and those who intend to be school music specialists.

The Master of Arts in Worship Leadership is designed for individuals functioning in the local church as worship leaders.

Master of Music in Performance and Master of Music Education

Admission Requirements

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

Program-specific application requirements are available online at www.apu.edu.

International students have a separate application procedure. Contact the office of International Student Services at (626) 815-3055 or www.apu.edu/international/iss/.

Advisory Note

Courses are scheduled so that the program can be completed in two years. A maximum of eight years is allowed for the completion of the degree.

Master of Music in Performance

Degree Requirements

Core Courses	***15 units***
GMUS 500 Introduction to Graduate Music Program	3
GMUS 501 Seminar in Music History I	3
GMUS 502 Seminar in Music History II	3
GMUS 503 Advanced Analysis of Form and Style	3
GMUS 509 Conducting I (Choral)	3

Additional Courses Required for the Master of Music in Performance

Conducting	**21 units**
GMUS 504 Advanced Orchestration	3
GMUS 505 Advanced Arranging	3
GMUS 510 Conducting II (Instrumental)	3
GMUS 511 Conducting III (Applied Lessons)	3
GMUS 512 Conducting IV (Applied Lessons)	3
GMUS 542 Vocal Techniques	2
Electives*	4
Total	**36 units**

Piano and Organ	**15 units**
GMUS 520/521/522/523 Applied Instrument	8
GMUS 524 Keyboard Literature	2
GMUS 525 Chamber Ensemble	2
Electives*	3
Graduate Recital	N/C
Total	**30 units**

Vocal	**17 units**
GMUS 525 Chamber Ensemble	2
GMUS 530/531/532/533 Applied Voice	8
GMUS 534 Vocal Literature	2
GMUS 542 Vocal Techniques	2
Electives*	3
Graduate Recital	N/C
Total	**32 units**

Instrumental	**15 units**
GMUS 520/521/522/523 Applied Instrument	8
GMUS 525 Chamber Ensemble	2
GMUS 588 Ensemble	1
GMUS 589 Ensemble	1
Electives*	3
Graduate Recital	N/C
Total	**30 units**

*Private lessons taken for elective units require an additional fee.

Master of Music Education

Degree Requirements

Core Courses	***21-24 units***
GMUS 500 Introduction to Graduate Music Program	3
GMUS 501 Seminar in Music History I	3
GMUS 502 Seminar in Music History II	3
GMUS 503 Advanced Analysis of Form and Style	3
GMUS 513 Philosophical and Psychological Foundations of Music Education	2
GMUS 514 Issues in Music Classroom Pedagogy	2
GMUS 516 Social and Historical Foundations of Music Education	2
GMUS 590 Directed Research*	1-4
GMUS 591 Thesis	2

Additional Courses Required for the Master of Music Education with Choral Emphasis	***12 units***
GMUS 505 Advanced Arranging	3
GMUS 509 Conducting I (Choral)	3
GMUS 517 Seminar in Choral Pedagogy	2
Electives	4

Additional Courses Required for the Master of Music Education with Instrumental Emphasis	***12 units***
GMUS 504 Advanced Orchestration	3
GMUS 510 Conducting II (Instrumental)	3
GMUS 515 Seminar in Instrumental Pedagogy	2
Electives	4
Total	**33 units**

*One unit may be taken each semester until completion of degree.

Master of Arts in Worship Leadership

The Master of Arts in Worship Leadership (M.A.W.L.) is offered jointly by the School of Music and Haggard School of Theology. The curriculum provides students with education in music and the disciplines of biblical interpretation, theology, and ministry. The program is designed for the person called to a ministry of music and the arts in the setting of the worship and educational ministry of the local church. For more information, see Haggard School of Theology Program Information.

Course Descriptions

GMUS 500 Introduction to Graduate Music Program (3)
Students survey and examine various research methods and fields of research in music. Students are introduced to the sources available for music research and writing found in local libraries and on the Internet. An emphasis is placed on practical areas of musical knowledge as related to specific topics outlined by the professor.

GMUS 501 Seminar in Music History I (3)
This course offers a survey of performance styles and literature, both choral and instrumental. *Prerequisite: GMUS 500*

GMUS 502 Seminar in Music History II (3)
This course offers a continuing survey of musical styles and literature, both choral and instrumental. Special emphasis is placed on techniques of authentic performance. *Prerequisite: GMUS 500*

GMUS 503 Advanced Analysis of Form and Style (3)
The forms and structures of music, both choral and instrumental, from Bach to the present are studied. Particular attention is given to the effect of form on interpretation. *Prerequisite: MUS 427 or equivalent*

GMUS 504 Advanced Orchestration (3)
Discussion, study, and analysis of orchestrational techniques, as well as scoring for varied instrumental groupings, are offered. The course concentrates on using scoring knowledge as a conductor and on practical writing techniques. *Prerequisite: MUS 423 or equivalent*

GMUS 505 Advanced Arranging (3)
This course is designed to enhance skills in arranging music for performance. Emphasis is placed on choral arranging. *Prerequisite: MUS 421 or equivalent*

GMUS 509 Conducting I (Choral) (3)
Students develop advanced choral conducting and rehearsal techniques. Music from various historical periods and styles are studied and conducted.

GMUS 510 Conducting II (Instrumental) (3)
Students develop advanced instrumental conducting and rehearsal techniques. Emphasis is placed on wind ensemble and orchestral conducting literature.

GMUS 511 Conducting III (Applied Lessons) (3)
Students study privately with an instructor in preparation for their conducting recital. Ensemble and repertory selections are determined during this semester.

GMUS 512 Conducting IV (Applied Lessons) (3)
Students study privately with an instructor in preparation for their conducting recital.

GMUS 513 Philosophical and Psychological Foundations of Music Education (2)
The course addresses philosophical understanding of the foundations of music education coupled with practical application of the principles of the psychology of music in the classroom.

GMUS 514 Issues in Music Classroom Pedagogy (2)
Students discuss contemporary issues that apply to music classroom teachers. The course is taught in a seminar format.

GMUS 515 Instrumental Pedagogy (2)
Students survey method books and repertories appropriate for elementary, middle school, and high school settings, and study beginning and intermediate instrumental development in schools, communities, and churches.

GMUS 516 Social and Historical Foundations of Music Education (2)
This course focuses on musical traditions in America, the development of music teaching, and gaining an understanding of the changing context of American society.

GMUS 517 Seminar in Choral Pedagogy (2)
The repertoire and techniques appropriate for elementary, secondary, community, and church choruses are examined.

GMUS 520 Applied Instrument (2)
Individual instruction in an instrument is given in this course. Additional fee required. *Prerequisite: Admission to the graduate program in instrumental performance or instructor's permission*

GMUS 521 Applied Instrument (2)
Individual instruction in an instrument is given in this course. Additional fee required. *Prerequisite: GMUS 520*

GMUS 522 Applied Instrument (2)
Individual instruction in an instrument is given in this course. Additional fee required. *Prerequisite: GMUS 521*

GMUS 523 Applied Instrument (2)
Individual instruction in an instrument is given in this course. Additional fee required. *Prerequisite: GMUS 522*

GMUS 524 Keyboard Literature (2)
Students survey the musical literature from all historical periods. Solo and small ensemble literature are emphasized.

GMUS 525 Chamber Ensemble (2)
This course provides opportunity to rehearse and perform with other musicians in both homogeneous and diverse musical groupings. Literature appropriate to the various groupings is explored.

GMUS 530 Applied Voice (2)
Individual instruction in voice is given in this course. Additional fee required. *Prerequisite: admission to the graduate program in vocal performance or instructor's permission*

GMUS 531 Applied Voice (2)
Individual instruction in voice is given in this course. Additional fee required. *Prerequisite: GMUS 530*

GMUS 532 Applied Voice (2)
Individual instruction in voice is given in this course. Additional fee required. *Prerequisite: GMUS 531*

GMUS 533 Applied Voice (2)
Individual instruction in voice is given in this course. Additional fee required. *Prerequisite: GMUS 532*

GMUS 534 Vocal Literature (2)
Students survey the musical literature from all historical periods. Solo and small ensemble literature are emphasized.

GMUS 542 Vocal Techniques (2)
Students study the techniques of good vocal production, especially as they apply to the role of the choral conductor and teacher.

GMUS 543 Seminar in Music Education (3)
In this advanced course, students consider the historical foundations of music education and the major trends in its development. The overall objectives of music education are studied and attention is given to improvement of teaching at all levels. Students' problems receive special attention. This course is offered as needed.

GMUS 561 History of Congregational Song (2)
This course is a study of congregational song from biblical times to present day, emphasizing the use of corporate song in Christian worship. The course includes a study of the lives of the men and women who wrote hymns, the times in which they lived, and the effect this had on their work. Some attention is given to the music to which these texts have been set.

GMUS 562 Survey of Contemporary Worship Styles (2)
This course investigates the philosophy, practice, and history of diverse worship styles and traditions being used today in the United States as well as around the world. Styles and expressions such as liturgical, traditional, contemporary, blended, Gen X, Taize, and global expressions are discussed and researched to identify their strengths and weaknesses in helping today's church voice its song of worship unto God.

GMUS 563 Introduction to Technology and Worship (2)
This course is an introduction to the history, theology, philosophy and practical uses of technology. Powerpoint, MIDI, sound systems, video projection, and multimedia of all kinds are examined in order to understand the appropriate role of technology in assisting the Church's worship unto God.

GMUS 564 The Use of the Keyboard in Worship (1)
This class is a survey of traditional and contemporary approaches to keyboard instruments and their use in worship.

GMUS 565 Aesthetics of Worship (2)
This course focuses on the unique role of aesthetics in worship with particular emphasis on music and the visual symbols of faith and ritual. It includes the study of iconography, imagination, movement, and the dramatic integration of the arts in corporate worship.

GMUS 566 Conducting for the Church Musician (3)
This course prepares students to provide leadership as a choral and instrumental conductor. It includes time with live ensembles, learning the art of conducting various types of musical styles. Traditional and contemporary church music is explored and studied.

GMUS 567 Arranging: Choral and Instrumental (2)
This course teaches advanced skills in arranging for choral and instrumental ensembles for use in worship services. Arranging for several musical levels is included, from less experienced to advanced levels.

GMUS 568 Instruments/Voice and their Use in Contemporary Worship (1)
This course examines the use of instruments and voice in various styles and expressions of worship, including liturgical, traditional, contemporary, blended, Gen X, and Taize. An emphasis is placed on the practical areas of musical knowledge as related to theses styles of worship.

GMUS 588 Ensemble (1)
This course provides opportunity for students to enhance performance skills in a larger ensemble. The specific ensemble in which students participate is determined by their emphasis.

GMUS 589 Ensemble (1)
This course is a continuation of GMUS 588.

GMUS 590 Directed Research (1-4)
Individualized assistance in researching materials for the thesis is given in this course.

GMUS 591 Thesis (2)

10 School of Nursing

Articulated RN to MSN 190
Master of Science in Nursing 190
Combined Master's and credential in:
Pediatric Nurse Practioner (PNP)
and School Nurse Services 194
Family Nurse Practioner (FNP)
and School Nurse Services 195
Second Careers and Nursing (S.C.A.N.) 196
Post-Master's Credential Programs 198
Doctor of Philosophy in Nursing 201

School of Nursing

Faculty

Dean and Professor: Aja Tulleners Lesh, RN, Ph.D.

Associate Dean of Graduate Programs and Research, Chair and Professor, Doctoral Program: Marianne Hattar, RN, DNSc, FAAN

Associate Dean of Curriculum and Clinical Practice, and Associate Professor: Renee Pozza, RN, MSN, CNS, CFNP

Chair and Professor, Graduate Program: Leslie Van Dover, RN, Ph.D.

Chair and Assistant Professor, Undergraduate Program: Shila Wiebe, RN, MSN

Professors: Lina Kurdahi Badr, RN, DNSc, PNP, FAAN; Vicky Bowden, RN, DNSc; Felicitas dela Cruz, RN, DNSc, FAANP; Marsha Fowler, RN, Ph.D., M.Div., FAAN; Elaine Goehner, RN, Ph.D., CHQP; Arthur Don Johnson, RN, Ph.D.

Associate Professors: Connie Brehm, RN, Ph.D., FNP; Susan Elliott, RNC, Ph.D.

Assistant Professors: Anita Bralock, RN, Ph.D., CNM; Pamela Cone, MSN; Lina Kawar, RN, Ph.D.; Young Kim, RN, Ph.D., CANP; Anne Odell, RN, MSN, CFNP; Karla Richmond, RNC, CNS, Ph.D.(c)

Clinical Instructors/Lecturers (part time): Kim Baker Alten, RN, MSN, FNP; Margaret Brady, RN, Ph.D., PNP; Cheryl Deters, RN, MSN, FNP; Charlie Evanilla, RN, MSN, NP; Jeanine Goff, RN, MSN, FNP; Catherine Goodhue, RN, MN, CPNP; Cindy Grush, RN, MSN, FNP; Catherine Heinlein, MS, RD, CDE; Anne Heisinger, RN, MSN; Marilyn Klakovich, RN, DNSc, CNAA; Maria Rivera-Klein, RN, MSN, MAEd(c); Jane Pfeiffer, MS, MA, RN

Professors Emeriti: Barbara Artinian, RN, Ph.D.; Phyllis Esslinger, RN, MS

Introduction

Graduate education in nursing provides the means to develop advanced and specialized skills in a selected area of nursing clinical practice. Accordingly, this program focuses on the acquisition of advanced knowledge in nursing theory, cultural competency, research, spiritual care, bioethics and health policy, health assessment, pathophysiology, pharmacology, and clinical practice. The aim is to prepare nurses who are well equipped to accept leadership roles upon completion of the program.

Programs Offered

The School of Nursing offers pathways to the Master of Science in Nursing, post-master's credential programs in several areas, and a Doctor of Philosophy in Nursing:

1. *Articulated RN to Master of Science in Nursing Program* – for those with an A.A. degree or diploma in nursing who have a baccalaureate degree in a field other than nursing
   - Total units for a Clinical Nurse Specialist track is 65-67.
   - Total units for Parish Nursing track is 69-71.
   - Total units for Family Nurse Practitioner track is 73-75.
   - Total units for Adult Nurse Practitioner track is 71-73.
2. *BSN to Master of Science in Nursing Program* – for those who have completed a bachelor's degree in nursing
   - Total units for Clinical Nurse Specialist track is 42-44.
   - Total units for Parent-Child Clinical Nursing Specialty (CNS) and Pediatric Nurse Practitioner (PNP) Specialty is 50-52.
   - Total units for Parish Nursing track is 46-48.
   - Total units for Family Nurse Practitioner track is 50-52.
   - Total units for Adult Nurse Practitioner track is 48-50.
3. *School Nurse Services Credential Program plus Master of Science in Nursing*
   - Total units for School Nurse Services Credential (nondegree program) is 33.

   To complete the Master of Science in Nursing *following* the Credential:
   - Total additional units for Pediatric Nurse Practitioner is 21-23.
   - Total additional units for Family Nurse Practitioner is 31-33.

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

4. *B.A. or B.S. to Master of Science in Nursing Program (Second Careers and Nursing - S.C.A.N.)* for those who have no nursing education, but have a B.A. or B.S.
   - Total prelicensure units is 64.
   - Post-licensure units to complete the MSN depend on the clinical specialty chosen by the students – may range from 25 for CNS without thesis to 49 for School Nurse Services Credential + FNP with thesis.
5. *Post-Master's Nursing Credential programs* – in Adult, Parent-Child, Nursing Administration, Nursing Education, Parish Nursing, Family Nurse Practitioner, and Adult Nurse Practitioner are for nurses who have already completed a master's degree.

The School of Nursing reserves the right to change the curriculum and degree requirements as deemed necessary to maintain a high-quality program. In the School of Nursing, master's full-time status is considered to be 6 units per semester or 12 units per 12-month academic year. A student has a maximum of eight years to complete the master's degree, beginning from the date of initial enrollment in the degree program.

Program Outcome Objectives

A graduate of the Master of Science in Nursing Program:

- Synthesizes knowledge from theory and research to evaluate its applicability to professional nursing practice and health policy.
- Evaluates delivery of health care to individuals, families, and communities based on a theoretical frame of reference.
- Demonstrates competence in an advanced nursing role incorporating consultation, leadership, management, and teaching in a specialized area of nursing practice.
- Utilizes the research process to improve health care and contribute to the body of nursing knowledge.
- Applies bioethical and spiritual concepts in nursing practice and health policy.
- Articulates how the basic tenets of the Christian faith inform nursing practice.
- Provides spiritual care with an understanding of the influential elements of one's own spiritual formation and beliefs.

Doctor of Philosophy in Nursing Program

The Ph.D. in Nursing, with emphasis in either health of the family and the community or international health, is a research-based program designed to prepare graduates for a life of scholarship and teaching. The course work for the Ph.D. in Nursing consists of 52 units beyond the Master of Science in Nursing, with an additional 12 units for dissertation research.

Please see Doctor of Philosophy in Nursing elsewhere in this catalog for full program information.

Program Goals

Through scholarly exchange and engagement with faculty, students are socialized to discover, examine critically, preserve, and transmit knowledge. The program prepares scholars with knowledge and expertise to assume independent roles in the development, evaluation, and dissemination of nursing knowledge through systematic inquiry. The objectives of the program are to prepare students who will:

- Develop, test, and use theoretical knowledge to advance nursing science and improve health outcomes.
- Pursue systematic intellectual inquiry relevant to the discipline of nursing and health care.
- Use frameworks for understanding sources of knowledge in nursing, modes of inquiry, and models of scholarship.
- Develop ethical, social, and health policies for the advancement of nursing education, research, and the health of those whom nursing serves.
- Articulate the intersection of the Christian tradition with the nursing profession.

Articulated RN to Master of Science in Nursing Program

The Articulated RN to Master of Science in Nursing Program offers registered nurses who have a bachelor's degree in a health-related academic discipline other than nursing the opportunity to pursue both bachelor's and master's degrees in nursing. A sequence of courses has been designed which recognizes the expertise of the registered nurse and enhances the academic and professional preparation required at both the bachelor's and master's levels in nursing. The program facilitates educational mobility and strengthens the leadership abilities of registered nurses. The bachelor's requirements include both theoretical and clinical course work that provide the foundation for advanced graduate study and address the objectives of a generic bachelor's program. Both the master's degree in nursing and the bachelor's degree are awarded only at completion of the articulated program. Course work must be completed in seven years.

Admission Requirements

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

Program-specific application requirements are available online at www.apu.edu.

International students have a separate application procedure. Contact the office of International Student Services at (626) 815-3055 or www.apu.edu/international/iss/.

Additional Requirements

See MSN Program.

Bachelor's Requirements for the Articulated RN-MSN		**23 units**
UNRS 220	Health Assessment*	3
UNRS 325	Nursing Research*	2
UNRS 367	Pathophysiology*	3
GNRS 546	Theory and Practice in Health Care Systems in the Community**	6
GNRS 547	Nursing Leadership in Acute-Care Settings**	6
PSYC 350	Applied Statistics*	3
Total		**23 units**

NOTE: Please see the current Undergraduate Catalog for descriptions of undergraduate courses listed above. All bachelor's requirements must be completed before enrolling in graduate courses.

*At least one of these four courses must be taken or challenged at Azusa Pacific University.
**These courses must be taken at Azusa Pacific University.

For the Articulated RN to Master of Science in Nursing Program, the Master's-Level Courses Required of All Students Are:

Academic Core
Advanced Practice Core
Clinical Specialty Option
Concluding Courses

Please see the Master of Science in Nursing Program (which follows) for course requirement details.

Transfer of Credits

Up to 12 units of approved graduate work taken elsewhere may be applied toward the MSN degree. Six additional units of approved graduate work may be applied toward the MSN degree through course challenge.

Master of Science in Nursing

Nationally accredited, the Master of Science in Nursing Program prepares students in advanced theory and practice in a specialized clinical area of nursing. Graduate students are prepared to assume functional roles as clinical nurse specialists, parish nurses, family nurse practitioners, adult nurse practitioners, or pediatric nurse practitioners, and may elect an additional emphasis in administration or education. The combination of theory, research, and professional development also prepares graduates for doctoral study in nursing.

The curriculum assists students in developing a conceptual frame of reference for analyzing nursing problems, studying advanced pathophysiology and pharmacology, utilizing theories related to nursing practice, and integrating principles of spiritual care and bioethics in their professional roles. Students have the opportunity to practice as clinical nurse specialists, parish nurses, family nurse practitioners, adult nurse practitioners, or pediatric nurse practitioners, in a variety of health care settings.

Students electing the administration emphasis are prepared to manage nursing services in a variety of health care settings. Attention is given to analyzing health care needs of groups of patients, utilizing resources, and organizing and implementing the delivery of nursing services to meet those needs.

Students electing the nursing education emphasis learn to develop and evaluate curricula for various types of programs in nursing education, develop and implement various teaching strategies, and assess and meet the learning needs of a diverse group of adult learners across multiple educational environments.

Admission Requirements

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

Program-specific application requirements are available online at www.apu.edu.

International students have a separate application procedure. Contact the office of International Student Services at (626) 815-3055 or www.apu.edu/international/iss/.

Transfer of Credits

Up to 12 units of approved graduate work taken elsewhere may be applied toward the MSN degree. Six additional units of approved graduate work may be applied toward the MSN degree through course challenge.

Additional Requirements

At the beginning of clinical course work, including health assessment labs, the student is required to provide documentation concerning CPR certification, malpractice insurance, TB screening, and immunizations appropriate to the clinical setting.

The student's health status must permit him/her to safely undertake and complete clinical experience required for the degree.

As a fully prepared health professional, the student is expected to take responsibility for self-evaluation of her/his own health status, including an assessment of the safety and appropriateness of practice in the clinical context, both for the student and the patient. An individual faculty member may require documentation of the student's health status.

In light of recent statements from the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) and contracted facilities, the School of Nursing now requires that all undergraduate and graduate students undergo a background check prior to their involvement at clinical sites. The cost of the background check is the responsibility of the student and is included in the lab fees for UNRS 105 and GNRS 511 or 512, or at the first clinical course if entering program out of sequence. Note: International students are required to pay the additional fee based upon the actual costs of background checks for their country.

Program Requirements

For the Master of Science in Nursing degree, the following are required of all CNS, CNS+PNP, ANP, and FNP students:

Academic Core	***15 units***
GNRS 501 Theoretical Thinking in Nursing	2
GNRS 503 Cultural Competency in Health Care	2
GNRS 504 Bioethics and Health Policy	3
GNRS 506 Spiritual Care	3
GNRS 508 Research for Advanced Practice Nursing	3
GNRS 510 Family Theory in Health Care	2

Advanced Practice Core	***14 units***
GNRS 512 Advanced Health Assessment and Health Promotion	6
— or —	
GNRS 511 Advanced Pediatric Health Assessment and Health Promotion	6
GNRS 513 Advanced Nursing Practice Role	3
GNRS 515 Advanced Pathophysiology	2
GNRS 594 Pharmacology in Advanced Practice Nursing	3

Clinical Specialty Options ***8-17 units***

In addition to the academic and advanced practice core courses, students select their clinical focus in one of the five advanced practice clinical specialties – Adult, Parent-Child, Parish Nursing, Combined Parent-Child and Pediatric Nurse Practitioner, Family Nurse Practitioner, or the Adult Nurse Practitioner. Students work closely with faculty and clinical preceptors to learn theory and practical skills essential for their advanced practice roles.

Adult, Parent-Child	8 units
Combined Parent-Child and Pediatric Nurse Practitioner	16 units
Family Nurse Practitioner	16 units
Adult Nurse Practitioner	14 units
Parish Nursing	17 units

Concluding Courses	**5 units**
GNRS 540 Case Management	2
GNRS 541 Clinical Practicum in Case Management	2
GNRS 597/598 Comprehensive Examination Directed Study/Thesis*	1

Total Clinical Specialty Program

CNS	**42-44 units**
CNS+PNP	**51-53 units**
FNP	**50-52 units**
ANP	**48-50 units**
PN	**46-48 units**

School Nurse Services Credential+PNP or FNP
54-66 units

*Students must choose either the thesis or comprehensive exam option for one unit of credit to complete the program. For students choosing the thesis, the two-unit course GNRS 514 is a prerequisite to proposing a thesis.

Elective Courses

Students may select additional elective courses to support their programs of study as directed by faculty. In addition, if desired, students may elect an emphasis in administration or education.

Clinical Nursing Specialties (CNS)

Adult, or Parent-Child Clinical Nursing Specialty (CNS)

The Master of Science with a clinical specialty in Adult or Parent-Child Nursing allows students to concentrate on one of these two clinical areas of content and practice. Post-master's credentials are also available in these specialties.

For details on Academic Core and Advanced Practice Core courses, please see "Program Requirements" on the previous page.

Academic Core	***15 units***
Advanced Practice Core	***14 units***
Clinical Specialty Courses	***8 units***
GNRS 520 Theory and Practice in Adult Nursing	4
— or —	
GNRS 530 Theory and Practice in Parent-Child Nursing	4
— and —	
GNRS 521 Clinical Specialization in Nursing Care of Adults	4
— or —	
GNRS 531 Clinical Specialization in Parent-Child Nursing	4
Concluding Courses	***5 units***
GNRS 540 Case Management	2
GNRS 541 Clinical Practicum in Case Management	2
GNRS 597/598 Comprehensive Examination Directed Study/Thesis*	1
Total Required for Clinical Nurse Specialist (CNS)	**42-44 units**

*Students must choose either the thesis or comprehensive exam option for one unit of credit to complete the program. For students choosing the thesis, the two-unit course GNRS 514 is a prerequisite to proposing a thesis.

Combined Parent-Child Clinical Nursing Specialty (CNS) and Pediatric Nurse Practitioner (PNP) Specialty

The Combined Parent-Child Clinical Nursing Specialty (CNS) and Pediatric Nurse Practitioner Specialty (PNP) prepares nurses to be effective practitioners in both of these advanced practice roles with children and their families. In the CNS, the focus is expert clinical practice, consultation, clinical leadership, research and education. The focus of the PNP is health care of children in the primary care setting and includes direct client assessment, diagnosis, management, and treatment; client advocacy; client/family education; consultation; program planning, implementation, evaluation, and research. Graduates of the combined specialty program will be eligible to apply to the state of California for certification as a Clinical Nurse Specialist (CNS) and certification as a Pediatric Nurse Practitioner (PNP). They are also qualified to seek national certification through specialty boards.

Academic Core	***15 units***
Advanced Practice Core	***14 units***
Students must take:	
GNRS 511 Advanced Pediatric Health Assessment and Health Promotion	6
Clinical Specialty Courses	
1. Parent-Child CNS Specialty	**8 units**
GNRS 530 Theory and Practice in Parent-Child Nursing	4
GNRS 531 Clinical Specialization in Parent-Child Nursing	4
2. Pediatric Nurse Practitioner (PNP) Specialty	**9 units**
GNRS 589 Adolescent Reproductive Health Care	3
GNRS 590 Primary Health Care of the Young Family	6
Concluding Courses	***5 units***
GNRS 540 Case Management	2
GNRS 541 Clinical Practicum in Case Management	2
GNRS 597/598 Comprehensive Examination Directed Study/Thesis*	1
Total Required for Combined CNS+PNP Specialty	**51-53 units**

*Students must choose either the thesis or comprehensive exam option for one unit of credit to complete the program. For students choosing the thesis, the two-unit course GNRS 514 is a prerequisite to proposing a thesis.

Combined Adult Nursing Specialty (CNS) and Adult Nurse Practitioner Specialty (ANP)

The Combined Adult Nursing Specialty (CNS) and Adult Nurse Practitioner (ANP) Specialty prepares nurses to be effective practitioners in both of these advanced practice roles with adults and their families. In the CNS, the focus is expert clinical practice, consultation, clinical leadership, research, and education. The focus of the ANP is health care of adults in the primary care setting and includes direct client assessment, diagnosis, management, and treatment; client advocacy; client/family education; consultation; program planning, implementation, evaluation, and research. Graduates of the combined specialty program will be eligible to apply to the state of California for certification as a Clinical Nurse Specialist (CNS) and certification as an Adult Nurse Practitioner (ANP). They are also qualified to seek national certification through specialty boards.

Academic Core	***15 units***
Advanced Practice Core	***14 units***
1. Clinical Nurse Specialty (CNS) Courses	***8 units***
GNRS 520 Theory and Practice in Adult Nursing	4
GNRS 521 Clinical Specialization in Nursing Care of Adults	4

2. Adult Nurse Practitioner (ANP) Specialty Courses		***14 units***
GNRS 591	Primary Health Care of the Childbearing Family	4
GNRS 592	Primary Health Care of the Mature and Aging Family	6
GNRS 593	Psychosocial Primary Health Care of the Mature and Aging Family	4
Concluding Courses		***5 units***
GNRS 540	Case Management	2
GNRS 541	Clinical Practicum in Case Management	2
GNRS 597/598	Comprehensive Examination Directed Study/Thesis*	1
Total Required for Adult Combined CNS+ANP Specialty		**56-58 units**

*Students must choose either the thesis or comprehensive exam option for one unit of credit to complete the program. For students choosing the thesis, the two-unit course GNRS 514 is a prerequisite to proposing a thesis.

Family Nurse Practitioner (FNP) Specialty

This specialty program prepares students to be nurse practitioners across the human lifespan. The program is designed so graduates can be licensed by the state of California and can also take FNP National Certification examinations. This advanced clinical practice specialty includes direct patient assessment, diagnosis, management, and treatment; client advocacy; client/family education; consultation; program planning, implementation, evaluation, and research. A post-master's credential is also available.

For details of Academic Core and Advanced Practice Core courses, please see previous program requirements.

Academic Core		***15 units***
Advanced Practice Core		***14 units***
Clinical Specialty Courses		***16 units***
GNRS 590	Primary Health Care of the Young Family	6
GNRS 591	Primary Health Care of the Childbearing Family	4
GNRS 592	Primary Health Care of the Mature and Aging Family	6
Concluding Courses		***5 units***
GNRS 540	Case Management	2
GNRS 541	Clinical Practicum in Case Management	2
GNRS 597/598	Comprehensive Examination Directed Study/Thesis*	1
Total Required for FNP Specialty		**50-52 units**

*Students must choose either the thesis or comprehensive exam option for one unit of credit to complete the program. For students choosing the thesis, the 2-unit course GNRS 514 is a prerequisite to proposing a thesis.

Adult Nurse Practitioner (ANP) Specialty

This specialty program prepares registered nurses to be nurse practitioners with adults in primary health care settings. The program is designed so graduates can be licensed by the state of California and can also take the Adult Nurse Practitioner National Certification Examination. This advanced clinical practice specialty includes direct client assessment, diagnosis, management, and treatment; client advocacy; client/family education; consultation; program planning, implementation, evaluation, and research. A combined Adult CNS + ANP and a post-master's credential are also available.

Academic Core		***15 units***
Advanced Practice Core		***14 units***
Adult Nurse Practitioner (ANP) Specialty Courses		***14 units***
GNRS 591	Primary Health Care of the Childbearing Family	4
GNRS 592	Primary Health Care of the Mature and Aging Family	6
GNRS 593	Psychosocial Primary Health Care of the Mature and Aging Family	4
Concluding Courses		***5 units***
GNRS 540	Case Management	2
GNRS 541	Clinical Practicum in Case Management	2
GNRS 597/598	Comprehensive Examination Directed Study/Thesis*	1
Total Required for ANP Specialty		**48-50 units**

*Students must choose either the thesis or comprehensive exam option for one unit of credit to complete the program. For students choosing the thesis, the two-unit course GNRS 514 is a prerequisite to proposing a thesis.

Parish Nursing (PN) and Health Ministries Specialization

Parish nursing is an interdisciplinary program that prepares nurses to serve within churches or other religiously based settings as nurse specialists in spiritual aspects of patient care.

The parish nurse serves as a church staff associate to the minister (clergy) for health ministry and spiritual care. This program integrates formal theological knowledge and methodology, professional ministry skills, and advanced nursing practice to address the bioethical, health, and spiritual concerns of a faith-based community, its members, and its neighbors. That is, both a ministry of health and faith integration, health maintenance, and health promotion for the prayer community itself, and mission outreach for health advocacy and social ethics are encompassed within this specialization. The uniqueness of this program resides in the depth of theological knowledge and ministry skill that is required to be integrated into advanced nursing practice. A post-master's nursing credential is also available.

This specialty is also open to ministry students, who are ordained clergy or who are seeking ordination to professional ministry, and who wish an interdisciplinary emphasis on the integration of health and spirituality, health maintenance, and health promotion within congregations and faith traditions/denominations. For ministry students, a health ministries focus is individually designed to meet the specific ministry needs of the student (e.g., family health ministries, older adult-enablement health ministries, youth and child health ministries, women's health ministries, etc.).

Academic Core		***15 units***
Advanced Practice Core*		***17 units***
GNRS 512	Advanced Health Assessment and Health Promotion	6
GNRS 513	Advanced Nursing Practice Role	3
GTHE 504	God, Creation, and Humanity*	4
GTHE 514	Jesus Christ, the Holy Spirit, and the Church	4

*Parish nursing students must take the constructive theology course series as offered by APU's Haggard School of Theology, however that series may be constituted. See course descriptions in the Haggard School of Theology section of this catalog.

Clinical Specialty Courses		***9 units***
GNRS 570	Parish Nursing/Health Ministries	2
GMIN 568	Field Education in Ministry	2
GMIN 569	Field Education in Ministry	1
GMIN 618	Philosophy of Ministry	4
Concluding Courses		***5 units***
GNRS 540	Case Management	2
GNRS 541	Clinical Practicum in Case Management	2
GNRS 597/598	Comprehensive Examination Directed Study/Thesis*	1
Total Required for PN Specialty		**46-48 units**

*Students must choose either the thesis or comprehensive exam option for one unit of credit to complete the program. For students choosing the thesis, the two-unit course GNRS 514 is a prerequisite to proposing a thesis.

School Nurse Services Credential (a nondegree program) plus option to earn a Master's Degree in Pediatric Nurse Practitioner (PNP) or Family Nurse Practitioner (FNP) Specialty

The School Nurse Services Credential Program prepares nurses who have completed a bachelor's degree to be effective practitioners of school health. Students who complete the program will be eligible to apply for the State of California School Nurse Services Credential. Through the program, students develop theoretical and practical expertise in nursing and education applied to basic health services in the public schools (K-12). This enables them to establish, maintain and coordinate a comprehensive school health program. Among the school health activities students undertake are: planning health programs, assessing the health of children, providing health care and health referral, and contributing to formulation and evaluation of school health policy. To maximize children's ability to learn in school, candidates for the credential emphasize child health maintenance, illness prevention, restoration of health, and childhood wellness. This program is approved by the California Commission on Teacher Credentialing (CCTC). It also enables qualifying students who complete the credential to continue their studies toward a Master of Science in Nursing degree. Admission requirements for this program are the same as those for the Master of Science in Nursing Program.

Nondegree Program: School Nurse Services Credential Specialty

Academic Core		***9 units***
GNRS 501	Theoretical Thinking in Nursing	2
GNRS 503	Cultural Competency in Health Care	2
GNRS 504	Bioethics and Health Policy	3
GNRS 510	Family Theory in Health Care	2
Educational Support Courses		***6 units***
Audiology/Audiometry for School Nurses**		3
TEP 506	Foundations of Education, K-12*	3
— or —		
TEP 508	Foundation of Education, 7-12*	3
Clinical Specialty Courses		***19 units***
GNRS 511	Advanced Pediatric Health Assessment and Health Promotion	6
GNRS 550	Theory and Practice in School Nursing	4
GNRS 590	Primary Health Care of the Young Family	6
GNRS 591	Primary Health Care of the Childbearing Family (lab)	2
GNRS 595	Special Topics: Adolescent Reproductive Health Care	1
Total Required for School Nurse Services Credential		**34 units**

*Please see School of Education and Behavioral Studies for descriptions of these courses.
**Offered at APU through continuing education or select from state-approved audiology programs.

Master's Degree with Pediatric Nurse Practitioner Specialty following Completion of School Nurse Services Credential (SNSC)

Requirements	**33 units**
Additional Course Work Required Academic and Advanced Practice Core	***14 units***
GNRS 506 Spiritual Care	3
GNRS 508 Research for Advanced Practice Nursing	3
GNRS 513 Advanced Nursing Practice Role	3
GNRS 515 Advanced Pathophysiology	2
GNRS 594 Pharmacology in Advanced Practice Nursing	3
Clinical Specialty and Concluding Courses	***7 units***
GNRS 591 Primary Health Care of the Childbearing Family (lab)	2
GNRS 540 Case Management	2
GNRS 541 Clinical Practicum in Case Management	2
GNRS 597/598 Comprehensive Examination Directed Study/Thesis*	1
Total Required Beyond SNSC Specialty to Complete Master's Degree as a PNP	**21-23 units**
Total Required for Both SNSC and Master's Degree with PNP Specialty	**54-56 units**

*Students must choose either the thesis or comprehensive exam option for one unit of credit to complete the program. For students choosing the thesis, the two-unit course GNRS 514 is a prerequisite to proposing a thesis.

NOTE: The School Nurse Services Credential plus PNP includes a total of 634 clinical hours from the following courses: GNRS 511 (158 hrs.); GNRS 550 (106 hrs.); GNRS 590 (158 hrs.); GNRS 541 (106 hrs.); and GNRS 591 (106 hrs.). Meets California BRN requirements for NP certification of 18 units of theory, 12 units of lab.

Master's Degree with Family Nurse Practitioner Specialty following Completion of School Nurse Services Credential (SNSC)

Requirements	**33 units**
Additional Course Work Required Academic and Advanced Practice Core	***14 units***
GNRS 506 Spiritual Care	3
GNRS 508 Research for Advanced Practice Nursing	3
GNRS 513 Advanced Nursing Practice Role	3
GNRS 515 Advanced Pathophysiology	2
GNRS 594 Pharmacology in Advanced Practice Nursing	3
Clinical Specialty and Concluding Courses	***17 units***
GNRS 512 Advanced Health Assessment and Health Promotion (adult focus)	4
GNRS 540 Case Management	2
GNRS 541 Clinical Practicum in Case Management	2
GNRS 591 Primary Health Care of the Childbearing Family (lab)	2
GNRS 592 Primary Health Care of the Mature and Aging Family	6
GNRS 597/598 Comprehensive Examination Directed Study/Thesis*	1
Total Required Beyond SNSC Specialty to Complete Master's Degree as a FNP	**31-33 units**
Total Required for Both SNSC and Master's Degree with FNP Specialty	**64-66 units**

*Students must choose either the thesis or comprehensive exam option for one unit of credit to complete the program. For students choosing the thesis, the two-unit course GNRS 514 is a prerequisite to proposing a thesis.

NOTE: The School Nurse Services Credential plus FNP includes a total of 898 clinical hours from the following courses: GNRS 511 (158 hrs.); GNRS 512 (106 hours); GNRS 550 (106 hrs.); GNRS 592 (158 hrs.); GNRS 591 (106 hours); GNRS 590 (158 hrs.); and GNRS 541 (106 hrs.). Meets California BRN requirements for NP certification of 18 units of theory, 12 units of lab.

Nursing Education Emphasis

Along with a clinical specialty track, students may elect nursing education as an additional emphasis. This course of study prepares students at the master's level for teaching roles in various clinical or academic settings.

Academic Core	***15 units***
Advanced Practice Core	***14 units***
Clinical Specialty Courses Adult, Parent-Child	8 units
– or –	
Family Nurse Practitioner	16 units
Concluding Courses	***5-7 units***
Required Nursing Education Emphasis Courses	***9 units***
GNRS 552 Education Concepts and Clinical Instruction in Nursing	5
GNRS 554 Curriculum Foundations and Instructional Strategies	4
Examples:	
Total Requirements for CNS with Nursing Education Emphasis	**51-53 units**
Total Requirements for FNP with Nursing Education Emphasis	**59-61 units**

Nursing Administration Emphasis

Along with a clinical specialty track, students may elect nursing administration as an additional emphasis. Course work focuses on combining the resources of nursing, organizational development, and business management. This program prepares nurses for administration of nursing service in a variety of health care settings.

Academic Core	***15 units***
Advanced Practice Core	***14 units***
Clinical Specialty Courses Adult, Parent-Child	8 units
– or –	
Family Nurse Practitioner	16 units
Concluding Courses	***5-7 units***
Required Nursing Administration Emphasis Courses	***9 units***
GNRS 560 Theory and Practice in Nursing Administration	5
GNRS 568 Issues in Health Care Finance	4
Examples:	
Total Requirements for CNS with Nursing Administration Emphasis	**51-53 units**
Total Requirements for FNP with Nursing Administration Emphasis	**59-61 units**

Second Careers and Nursing (S.C.A.N.) Program

The Second Careers and Nursing (accelerated master's entry into nursing) Program is designed to provide graduate-level nursing education for those who hold baccalaureate or higher degrees in other disciplines. It combines preparation in basic nursing sufficient to prepare students to take the N-CLEX RN licensure exam and preparation for an advanced practice role in a clinical nursing specialty. Students are admitted into the graduate program in the School of Nursing. For the first five semesters, they take all of the pre-licensure theory and clinical courses and selected graduate nursing courses, followed by an internship, to prepare them to take the RN licensure examination. After successfully obtaining the RN license, students then progress with more graduate courses, selecting the nursing specialty practice area they wish to pursue. Upon successful completion of all graduate course work, the Master of Science in Nursing is awarded.

The program is designed as an intensive three-year sequence of pre- and post-licensure study that enables students to become registered nurses and also leads to the MSN degree with a clinical specialty.

Admission Requirements for S.C.A.N. Program

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

Program-specific application requirements are available online at www.apu.edu.

International students have a separate application procedure. Contact the office of International Student Services at (626) 815-3055 or www.apu.edu/international/iss/.

Additional Requirements

At the beginning of clinical course work, graduate students are required to provide documentation concerning certifications, results of screening tests and immunizations. Please refer to the S.C.A.N. Student Handbook and specific program manuals/course syllabi for details.

Program Requirements

PRE-LICENSURE

The five-semester pre-licensure portion of this program is offered in an intensive format and **must** be taken in full-time study. Courses are offered in a fixed schedule with required clinical experiences that may be scheduled Monday - Saturday.

This program meets Board of Registered Nursing (BRN) requirements for licensure. For the MSN degree in the S.C.A.N. Program, the following courses are required of students in all clinical specialties.

Program Example: Pre-licensure

Semester 1:		***16 units***
GNRS 503	Cultural Competency in Health Care	2
GNRS 574	Foundations of Professional Nursing	5
GNRS 576	Pharmacology	1
GNRS 577	Nutrition	2
GNRS 578	Health Assessment	3
GNRS 582	Pathophysiology	3
Semester 2:		***13 units***
GNRS 501	Theoretical Thinking in Nursing	2
GNRS 508	Research for Advanced Practice Nursing	3
GNRS 510	Family Theory in Health Care	2
GNRS 579	Nursing Care of Adults and Elderly	6
Semester 3:		***15 units***
GNRS 575	Nursing Care in Maternal, Newborn, and Women's Health	4
GNRS 583	Nursing Care of Children and Young Adults	4
GNRS 584	Mental Health Nursing	4
GNRS 585	Restorative Nursing	3
Semester 4:		***15 units***
GNRS 504	Bioethics and Health Care Policy	3
GNRS 540	Case Management	2
GNRS 587	Community Health Nursing	5
GNRS 588	Advanced Nursing Care of Adults - Leadership	5
Semester 5:		***5 units plus Internship***
GNRS 541	Clinical Practicum in Case Management	2
GNRS 586	Leadership and Management in Professional Practice	3

Internship - This intensive period of clinical education and continuing preparation for leadership takes place in a health care agency, under the direct supervision of a clinical preceptor and supported by clinical faculty in the graduate program. Student interns work the same hours as clinical nursing staff in the agency and gradually assume greater responsibility. At the same time, they take the case management course required of all graduate nursing students and review pre-licensure subject matter in preparation for N-CLEX examinations (RN exams).

Total Pre-Licensure portion of S.C.A.N. Program: 64 semester units + internship

NOTE: ***Before continuing graduate studies*** for the MSN degree, the student must successfully complete the clinical internship and achieve the passing score required by the California Board of Registered Nursing (BRN) on the N-CLEX exam.

POST-LICENSURE

The post-licensure portion of this program is offered in an intensive four-semester format. The examples given below show courses required for the Family Nurse Practitioner and the Adult CNS clinical specialties. Students who elect a different specialty will have their programs planned individually according to course sequencing for that specialty. As an alternative to full-time study, students may elect to complete master's degree requirements through studying in a part-time format while taking courses each semester. Whether they choose to study full or part-time, all students may:

- elect to write a thesis or take a comprehensive exam to complete the degree
- elect nine units of additional courses with an emphasis in nursing education or administration

Any student who elects to write a thesis must take GNRS 514 Research Proposal Writing (2).

Program Example I: Family Nurse Practitioner Specialty without Thesis

Semester 6:		***8 units***
GNRS 506	Spiritual Care	3
GNRS 515	Advanced Pathophysiology	2
GNRS 594	Pharmacology in Advanced Nursing Practice	3
Semester 7:		***9 units***
GNRS 512	Advanced Health Assessment and Health Promotion	6
GNRS 513	Advanced Nursing Practice Role	3
Semester 8:		***10 units***
GNRS 591	Primary Health Care of the Childbearing Family	4
GNRS 592	Primary Health Care of the Mature and Aging Family	6
Semester 9:		***7 units***
GNRS 590	Primary Health Care of the Young Family	6
GNRS 597	Comprehensive Exam	1
— or —		
GNRS 598	Thesis	1

Total = 34 units beyond licensure to complete MSN degree with Family Nurses Practitioner (FNP) specialty.

Program Example II: Adult Clinical Nurse Specialist (CNS) with Thesis

Semester 6:		***8 units***
GNRS 506	Spiritual Care	3
GNRS 515	Advanced Pathophysiology	2
GNRS 594	Pharmacology in Advanced Nursing Practice	3
Semester 7:		***9 units***
GNRS 512	Advanced Health Assessment and Health Promotion	6
GNRS 513	Advanced Nursing Practice Role	3
Semester 8:		***6 units***
GNRS 514	Research Proposal Writing	2
GNRS 520	Theory and Practice in Adult Nursing	4
Semester 9:		***5 units***
GNRS 521	Clinical Specialization in Nursing Care of Adults	4
GNRS 597	Comprehensive Exam	1
— or —		
GNRS 598	Thesis	1

Total = 28 units beyond licensure to complete MSN degree with Adult Clinical Nurses Specialist (CNS) specialty and a Thesis.

Post-Master's Credential Programs

Post-master's credential programs are available in: Adult, Parent-Child, Parish Nursing, Family Nurse Practitioner, Adult Nurse Practitioner, Nursing Administration, and Nursing Education. Please contact the graduate program for specific requirements at (626) 815-5391 or fax (626) 815-5414.

Admission Requirements for Post-Master's Programs

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

Program-specific application requirements are available online at www.apu.edu.

International students have a separate application procedure. Contact the office of International Student Services at (626) 815-3055 or www.apu.edu/international/iss/.

Prerequisites

Please contact the School of Nursing (626) 815-5391 for prerequisite courses.

Adult Nursing

Required Courses		***15 units***
GNRS 504	Bioethics and Health Policy	3
GNRS 520	Theory and Practice in Adult Nursing	4
GNRS 521	Clinical Specialization in Nursing Care of Adults	4
GNRS 540	Case Management	2
GNRS 541	Clinical Practicum in Case Management	2

NOTE: The following courses are required for all Adult Nursing post-master's students who have not completed such a course previously:

GNRS 512	Advanced Health Assessment and Health Promotion	6
GNRS 515	Advanced Pathophysiology	2
GNRS 594	Pharmacology for Advanced Practice Nursing	3

Parent-Child Nursing

Required Courses		***17 units***
GNRS 504	Bioethics and Health Policy	3
GNRS 510	Family Theory in Health Care	2
GNRS 530	Theory and Practice in Parent-Child Nursing	4
GNRS 531	Clinical Specialization in Parent-Child Nursing	4
GNRS 540	Case Management	2
GNRS 541	Clinical Practicum in Case Management	2

NOTE: The following courses are required for all Parent-Child Nursing post-master's students who have not completed such a course previously:

GNRS 512	Advanced Health Assessment and Health Promotion	6
GNRS 515	Advanced Pathophysiology	2
GNRS 594	Pharmacology for Advanced Practice Nursing	3

Parish Nursing

Required Courses		***23 units***
GNRS 504	Bioethics and Health Policy	3
GNRS 506	Spiritual Care	3
GTHE 504	God, Creation, and Humanity*	4
GTHE 514	Jesus Christ, the Holy Spirit, and the Church*	4
GNRS 570	Parish Nursing/Health Ministries	2
GMIN 568	Field Education in Ministry	2
GMIN 569	Field Education in Ministry	1
GMIN 618	Philosophy of Ministry	4

NOTE: The Parish Nursing Credential is an interdisciplinary nondegree program. Students may take the theology courses at a denominational seminary. Course work in theology from this program may be applied toward a degree in theology at APU.

*Parish nursing students must take the constructive theology course series as offered by APU's Haggard School of Theology, however that series may be constituted.

Family Nurse Practitioner

Students must be admitted into the university before registering for this program. The Family Nurse Practitioner Credential Program is designed as a nondegree course credit option for nurses with a master's degree in nursing*. This program promotes primary health care skills through didactic education and clinical supervision, which prepares the nurse for licensure by the state of California and for national certification as a family nurse practitioner.

Prerequisites

1. Master's degree in nursing
2. Completion of a basic health assessment course

Required Courses		***34 units***
GNRS 512	Advanced Health Assessment and Health Promotion	6
GNRS 513	Advanced Nursing Practice Role**	3
GNRS 515	Advanced Pathophysiology	2
GNRS 590	Primary Health Care of the Young Family	6
GNRS 591	Primary Health Care of the Childbearing Family	4
GNRS 592	Primary Health Care of the Mature and Aging Family	6
GNRS 594	Pharmacology in Advanced Practice Nursing	3
GNRS 540	Case Management	2
GNRS 541	Clinical Practicum in Case Management	2
Total Requirements for FNP Post-Master's Credential		**34 units**

*Students who hold current California state certification as a nurse practitioner or nurse midwife, and students who hold a master's degree in nursing and/or national certification as clinical nurse specialist (CNS) may challenge or request waiver of the course work required for the Family Nurse Practitioner Program, as appropriate to the student's current specialty. Petitions for challenge or waiver of courses must be initiated upon admission and approved through the School of Nursing Graduate Council. Students must show proof of current nurse practitioner, nurse midwife, or clinical nurse specialist certification.
**This requirement is waived for APU master's graduates between the years of 1992-93 to 1995-96, since the content was integrated in the clinical courses.

Adult Nurse Practitioner

Students must be admitted into the university before registering for this program. This specialty program prepares registered nurses with master's degrees in nursing to be nurse practitioners with adults in primary health care settings. This program is designed as a nondegree course credit option for nurses with a master's degree in nursing*. The program is designed so graduates can be licensed by the state of California and can also take the Adult Nurse Practitioner National Certification Examination. This advanced clinical practice specialty includes direct client assessment, diagnosis, management, and treatment; client advocacy; client/family education; consultation; program planning, implementation, evaluation, and research.

Prerequisites

1. Master's degree in Nursing
2. Completion of a basic health assessment course

Required Courses		***32 units***
GNRS 512	Advanced Health Assessment and Health Promotion	6
GNRS 513	Advanced Nursing Practice Role**	3
GNRS 515	Advanced Pathophysiology	2
GNRS 594	Pharmacology in Advanced Practice Nursing	3
GNRS 591	Primary Health Care of the Childbearing Family	4
GNRS 592	Primary Health Care of the Mature and Aging Family	6
GNRS 593	Psychosocial Primary Health Care of the Mature and Aging Family	4
GNRS 540	Case Management	2
GNRS 541	Clinical Practicum in Case Management	2
Total Requirements for ANP Post-Master's Credential		**32 units**

*Students who hold current California state certification as a nurse practitioner or nurse midwife, and students who hold a master's degree in nursing and/or national certification as clinical nurse specialist (CNS) may challenge or request waiver of the course work required for the Adult Nurse Practitioner Program, as appropriate to the student's current specialty. Petitions for challenge or waiver of courses must be initiated upon admission and approved through the School of Nursing Graduate Council. Students must show proof of current nurse practitioner, nurse midwife, or clinical nurse specialist certification.
**This requirement is waived for APU master's graduates between the years of 1992-93 to 1995-96, since the content was integrated in the clinical courses.

Nursing Administration

Students must be admitted into the university before registering for this program. The Nursing Administration Post-Master's Credential Program prepares students for administration of nursing service in a variety of health care settings. Course work focuses on combining the resources of nursing, organizational development, and business management. This program builds on skills and knowledge obtained in a master's of science in nursing program.

Prerequisite

Master's degree in nursing

Required Courses		***9 units***
GNRS 560	Theory and Practice in Nursing Administration	5
GNRS 568	Issues in Health Care Finance	4
Total Requirements for Nursing Administration Post-Master's Credential		**9 units**

Nursing Education

Students must be admitted into the university before registering for this program. The Nursing Education Post-Master's Credential Program prepares nurses for teaching roles in various clinical and/or academic settings. This program builds on skills and knowledge obtained in a master's of science in nursing program.

Prerequisite

Master's degree in nursing

Required Courses		***9 units***
GNRS 552	Education Concepts and Clinical Instruction in Nursing	5
GNRS 554	Curriculum Foundations and Instructional Strategies	4
Total Requirements for Nursing Education Post-Master's Credential		**9 units**

Doctor of Philosophy in Nursing

Program Chair and Professor:
Marianne Hattar, DNSc, FAAN, RN;
(626) 815-5389
mhattar@apu.edu

Introduction

The program is designed for nurses who hold master's degrees and wish to pursue a doctoral degree in nursing. Graduates of this program will be nurse scholars, educators and researchers who, in their future roles as academicians, will contribute to the body of nursing knowledge in order to improve the health of society and prepare the next generation of nurses. The purpose of the nursing PhD program is to prepare nursing leaders, educators, and scholars:

- In the development, testing, and utilization of theoretical knowledge that will advance nursing science and improve health outcomes.
- For a lifetime of systematic intellectual and scholarly inquiry relevant to the discipline of nursing and health care.
- For careers in the academy, government, and health care in order to further the growth of nursing knowledge and teach the next generation of nurse practitioners, researchers, and educators.
- To develop ethical, social, cultural, and health policy for the advancement of nursing education, research, and the health of those whom nursing serves.

Christian Perspectives

Consistent with the mission and purpose of the university, the School of Nursing is a Christian community of disciples, scholars, and practitioners. Its purpose is to advance the work of God in the world through nursing education, research, professional practice, community, and church service.

Health is defined and understood by the faculty as totality or completeness whether for an individual, family, or community. That totality or completeness, within this conceptual definition, can not be seen apart from the constitutive element of spirituality. Our conceptual approach to health highlights our distinctive as a Christian university and provides the discipline of nursing a distinctive domain for research.

Admission Requirements

Applicants to the Ph.D. program in nursing are expected to meet the admission criteria of the university and the School of Nursing. All applicants for graduate study at APU are required to submit the following documents to the university:

1. A completed APU graduate application
2. Official transcripts of all previous collegiate course work (Transcripts should be sent directly to APU from the registrar's office of applicants' previous place of study.)

Admission Criteria (National Applicants): Admission of students into the Ph.D. program in nursing will be evaluated according to the following criteria:

- A master's degree in nursing from an accredited program with a GPA of 3.5 on a 4.0 scale
- Combined verbal and quantitative score of 1,200 (reflecting a minimum score of 600 on each) and an analytical score of 4.5 on a 0-6 score scale on the Graduate Record Examination (GRE), taken within the past five years
- Official transcripts showing completion of the bachelor's and master's degrees (Master's degree must be in nursing.)
- A graduate-level statistics course, taken within the last five years
- A graduate-level nursing research course
- A graduate-level nursing theory course
- Evidence of written creative work and/or scholarly papers
- A completed Ph.D. program application that includes a statement of educational objectives, specific focus of research, and career goals
- Current curriculum vitae
- Three letters of recommendation from persons who are suited to evaluate applicant's qualifications for Ph.D. education in nursing
- A faculty member(s) interview with the prospective student
- Acceptance is required prior to enrollment.
- Active status as a licensed registered nurse (RN)

Admission Criteria (International Applicants):

International students have a separate application procedure. Please contact the Office of International Student Services at (626) 815-3055 or email iss@apu.edu. Admission of international students into the Ph.D. program in nursing is evaluated according to the following criteria:

- A master's degree in nursing that meets the unit requirement of an accredited master's in nursing program in the U. S. with a comparable GPA of 3.5 on a 4.0 scale
- Submission of English translation of transcripts provided by a certified translator showing completion of the bachelor's and master's degrees (Master's degree must be in nursing.)
- A minimum of 560 score on the paper and pencil Test of English as a Foreign Language (TOEFL) or a 240 score on the computer-based test for international students whose native language is not English and whose degrees were not earned in countries where English is the primary language [Both the TOEFL score of written English (TWE) and TOEFL score of spoken English (TSE) are required.]
- A graduate-level statistics course, taken within the last five years
- A graduate-level nursing research course
- A graduate-level nursing theory course
- Evidence of written creative work and/or scholarly papers
- A completed Ph.D. program application that includes a statement of educational objectives, specific focus of research, and career goals
- Current curriculum vitae
- Three letters of recommendation from persons who are suited to evaluate applicant's qualifications for Ph.D. education in nursing
- A faculty member(s) interview with the prospective student
- Acceptance is required prior to enrollment.
- Active status as a licensed registered nurse (RN)

All materials should be submitted to:

Graduate Center
Azusa Pacific University
P0 Box 7000
Azusa, CA 91702-7000

Located at:
568 East Foothill Blvd.
Azusa, CA 91702-7000
(626) 815-4570
Fax: (626) 815-4545 (626) 815-4571
Email: graduatecenter@apu.edu
Website: www.apu.edu

International applicants send forms to:

Office of International Student Services
Azusa Pacific University
P0 Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055 Fax: (626) 815-3801
Email: iss@apu.edu

Screening of Applicants

Both the Graduate Center and the School of Nursing handle screening of applicants for admission in the nursing Ph.D. program. Screening of applicants' portfolios is conducted by the Graduate Center and is evaluated according to the admission criteria. The school reviews completed applications for admission to the doctoral program to discern applicant's academic qualifications and preparation for advanced graduate study. Upon completion of the screening and review process, the Nursing Doctoral Admission Screening Committee forwards a list of qualified/alternate applicants to the Graduate Center. The Graduate Center officially notifies applicants of admission decisions.

Curriculum

The curriculum is designed to provide students with discipline-specific and interdisciplinary, theoretical, and empirical knowledge that is essential for the conduct of original research and for the advance of the profession's knowledge for both practice and education.

The core courses in nursing science, theory construction, research methodology, statistical analysis, ethics, and spirituality are designed to prepare students in the process of scientific inquiry, enabling them to articulate, conceptualize, critique, and test theory, and utilize methods of scientific inquiry in researching questions in their substantive area of interest. Course work in the substantive area of interest will enable students to identify and formulate a research focus and to create and conduct original research toward the development of a program of scientific inquiry. The core courses are offered sequentially and are designed to:

- Provide students with the scientific and theoretical foundations of the discipline.
- Enable students to utilize frameworks for understanding sources of knowledge in nursing, modes of inquiry, and models of scholarship.
- Enable students to critique, articulate, test, utilize, and develop theories.
- Enable students to articulate how the nursing profession is informed by the Christian faith.
- Empower students with the knowledge base and ethical framework to promote social change.

The overarching rubric of the curriculum is wellness promotion and health maintenance within which specific areas of concentration have been identified. These areas of concentration are:

- Health of the Family and the Community
- International Health (specifically including health missions)
- Sub-specialization in Nursing Education

These areas of concentration and the sub-specialization reflect the changing trends in health care and accommodate the diverse research interest of students.

Course work consists of 52 units beyond the Master of Science in Nursing with an additional 12 units allocated for dissertation research. The 52 units of required and elective courses include an area of concentration. A total of 37 units are allocated to core courses in nursing science, theory development, research methodologies and statistical analysis.

Based on the student's area of interest and chosen method of inquiry, another three-unit course is required in either of the following research methods:

- Advanced Quantitative Methods
- Advanced Qualitative Research Methods
- Advanced Research in the Humanities
- Advanced Evaluation Research

A maximum of nine doctoral level semester units may be transferred from another regionally accredited university with approval of the program chair.

Course Requirements

Knowledge/Theory (6 courses required)		
GRNS 700	Philosophy of Science	4
GRNS 701	Nursing Knowledge Development	4
GRNS 702	Nursing Theory	4
GRNS 703	Spirituality and Health	4
GRNS 704	Faith Integration and Nursing Scholarship	4
GRNS 705	Social Ethics and Social Change	4
Total		**24 Units**
Statistical Analysis		***(one course required)***
GNRS 713	Advanced Statistical Analysis	4
Research	***(3 courses required)***	
GRNS 706	Methods of Inquiry	3
GRNS 707	Quantitative Nursing Research Designs	3
GRNS 708	Qualitative Research Designs	3
Cumulative total of core courses		**37 Units**
Method of Inquiry		***3 units***
(Students are required to choose one of following courses.)		
GNRS 709	Advanced Quantitative Methods	3
GNRS 710	Advanced Qualitative Research Methods	3
GNRS 711	Advanced Research in the Humanities	3
GNRS 712	Advanced Evaluation Research	3

Study Progression and Graduation Requirements

Progression in the program requires active enrollment status and maintaining a minimum cumulative 3.0 GPA. Graduation requirements include a minimum cumulative 3.0 GPA, successful completion of the preliminary and qualifying exams, and completion of student's original dissertation research. See "Grading" and "Academic Probation and Dismissal" in the "Academic Policies and Procedures" section of this catalog.

Leaves of Absence

Students in good standing and making satisfactory progress toward their degrees who must interrupt their studies for a compelling reason (e.g., illness, study abroad, family conditions, or crises) may petition for a leave of absence for a stated period of time not to exceed two years. Requests for a leave must be in writing and state both the reasons for the leave and the semester in which the student will re-enroll. Leaves of absence must be approved by the chair of the doctoral studies in nursing and the dean of the School of Nursing in advance of the semester for which the leave is requested.

The petition for return to enrolled status should be filed one full term before the intended date of re-enrollment. If the student went on leave with conditions for re-enrollment, these must be fulfilled before re-enrollment may occur. If a student is on leave for two years, the Doctoral Admissions Committee, as well as the student's advisor, the doctoral studies director, and the dean, will review her/his re-enrollment petition. Depending upon the amount of time elapsed, the student's stage of study in the program, and the student's academic activity during the leave, readmission may be contingent.

Preliminary Examination

The preliminary examination is taken upon the completion of 22 units of doctoral work, including GNRS 700, 706, 701, 703, 702 and one course in the student's chosen focus area. The examination is comprised of a relatively brief paper, (i.e., 25-35 pages) and oral review by a committee of faculty. The purpose of the paper is to encourage synthesis of first-year course work as it relates to the student's current research interest area. The focus of the paper specifies the student's interest area with potential researchable questions and methodological approaches, together with relevant aspects of nursing theory, nursing knowledge development, and faith integration. The subsequent oral examination provides the student an opportunity to formulate a synthesis of her/his thinking in response to questions.

Qualifying Examination

Successful completion of the qualifying examination signifies competence to pursue independent research with the advice and guidance of a sponsor and other dissertation committee members. The examination allows the student to demonstrate familiarity with the state-of-the-science in a particular area, awareness of currently active topics of investigation in the area, theoretical dimensions and design issues related to potential questions, and recognition of potential practical and ethical challenges arising at the intersection of research questions, population, and instruments. Ability to analyze and synthesize, both in written form within each of the three papers, and extemporaneously across exam areas in the oral examination, is the focus of the committee's assessment.

Dissertation Defense

The dissertation reports the results of original, independent research of substantial but circumscribed scope, undertaken in consultation with the student's dissertation committee. The student presents a prospectus or proposal specifying the question, method, design, data collection instruments or strategy, projected data analysis, plan for access to subjects/participants/data, and projected timeline for data collection, analysis, and dissertation completion.

The dissertation committee serves in an advisory capacity to the student and ensures that the dissertation research and the written dissertation demonstrate the student's competence to conduct independent research in the discipline. Committee members work with the student throughout the process of data collection, analysis, and writing, with primary responsibility for support by the chair/sponsor. When the student has substantially finished the work to the satisfaction of each committee member, the committee meets to hear the student's defense of the overall work and the decisions it entailed, and to discuss the student's plans for publication and post-degree program of research.

Students may not participate in commencement or have the degree posted to their transcript until the document has been accepted by the library.

Master's Course Descriptions

GNRS 501 Theoretical Thinking in Nursing (2)

This course examines questions about the nature and construction of theory and how theoretical ideas are developed and used in nursing practice and research. Philosophical ideas underlying theory are examined and selected theoretical models and theories are explored. *Prerequisite: completion of undergraduate research course or instructor's consent*

GNRS 502 Advanced Clinical Decision Making (2)

The theory and practice of clinical decision making in nursing provides the major course focus. Factors which influence the clinical decision-making process are examined, and practical applications within the clinical area identified. The relationship between clinical decision making and policy formulation is analyzed. The role of nursing diagnoses in clinical decision making is critiqued.

GNRS 503 Cultural Competency in Health Care (2)

This course focuses on understanding general and specific culture concepts relevant to health and health-seeking behaviors of diverse ethnic/cultural groups in the United States. These concepts serve as the basis for formulating culturally competent health care interventions for individuals, families, and communities. In addition, the course addresses the concept of acculturation as a major source of inter- and intra-ethnic/cultural diversity.

GNRS 504 Bioethics and Health Policy (3)

This course focuses on bioethical analysis, decision- making and moral policy analysis, and formulation. Health-related cases, issues, and policy are addressed as related to the professions represented by the students enrolled in the course. Health is broadly understood as encompassing a wide range of professional and social issues (such as world hunger, poverty, euthanasia and assisted suicide, organ transplantation, state and national health policy, etc.). *Prerequisites: graduate standing and instructor's consent*

GNRS 506 Spiritual Care (3)
Selected concepts in the spiritual care of persons from the traditional Judeo-Christian perspective provide a central focus to the course. The goal is to apply spiritual concepts to the care of persons with complex health or illness care needs. Students are introduced to and engage in the process of scholarly research. The course is conducted as a tutorial/seminar experience. Prerequisites: graduate standing and instructor's consent; recommended: one theory-based graduate course

GNRS 508 Research for Advanced Practice Nursing (3)
The focus of this course is development of an under- standing of the principles of the research process, especially quantitative methods, with an overview of qualitative methods. The course prepares the advanced practice nurse to systematically review and critique research literature, participate in evaluation of health services, and effectively utilize research in clinical practice. Experience in computerized data entry and analysis is included. *Prerequisites: computer literacy, undergraduate research course, a statistics course, and GNRS 501*

GNRS 509 Qualitative Research: Grounded Theory (3)
A variety of qualitative research approaches and issues, including grounded theory, phenomenology, and ethnography, are introduced and explored. Students collect and analyze qualitative data using the constant comparative methodology of grounded theory. *Prerequisites: GNRS 508 and instructor's consent*

GNRS 510 Family Theory in Health Care (2)
The major theoretical perspectives for understanding the family as a core unit of analysis are studied. This course fosters the student's recognition of the family's responsibility for health. Factors such as family patterns and care-giving tasks of families experiencing catastrophic or chronic alteration in health care are examined. *Prerequisite: GNRS 501 or instructor's consent*

GNRS 511 Advanced Pediatric Health Assessment and Health Promotion (6)
This course develops the graduate nurse's assessment skills and focuses on the promotion of health in the pediatric population from the newborn period through adolescence. The emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional health practices and to identify culturally relevant and age appropriate health promotion strategies. Outcomes are examined in light of related theoretical concepts. Strategies for health promotion include a focus on developmental and behavioral assessments, emotional health, nutrition, counseling to modify risk factors, and screening tests/prophylaxis for early detection and prevention of disease. *Prerequisites: graduate status and basic (undergraduate) health assessment*

GNRS 512 Advanced Health Assessment and Health Promotion (6)
The course develops the graduate nurse's assessment skills and focus on the promotion of health in individuals across the age range and within a family, community, and cultural context. The emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional and nontraditional therapies and to identify culturally relevant and age appropriate health promotion strategies for common episodic complaints and chronic health conditions. Outcomes are examined in light of theoretical concepts. Strategies for health promotion include a focus on lifestyle, mental health, nutrition, counseling to modify risk factors, and screening tests/prophylaxis for the early detection and prevention of disease. *Prerequisites: undergraduate health assessment, pathophysiology, Academic Core, and all other Advanced Practice Core courses*

GNRS 513 Advanced Nursing Practice Role (3)
The focus is on the concepts of role development and performance competence of the advanced practice nurse. Emphasis is placed on the clinician, educator, consultant, and researcher roles of the advanced practice nurse. Leadership aspects of the advanced practice nursing role are explored in relation to clinical decision making, health care delivery, proposal writing, and regulation of practice. *Prerequisite: completion of Academic Core courses*

GNRS 514 Research Proposal Writing (2)
This course focuses on the application of the concepts in GNRS 508. The goal is the completion of a research proposal that details the problem, the research purpose, questions or hypotheses to be tested, a critique of the literature, the design and methods of the study including protection of human subjects, the plans for analysis, use of the study, and the budget and personnel. *Prerequisite: GNRS 508*

GNRS 515 Advanced Pathophysiology (2)
This course builds on basic anatomy and physiology and undergraduate study of pathophysiology. It focuses on development of an advanced understanding of the pathophysiologic mechanisms of human health disorders. Diagnostic reasoning that facilitates the clustering of signs and symptoms leading to diagnosis is a key process undergirding the course. This course requires the integration of signs and symptoms, clinical testing (such as laboratory and radiologic studies), and pathophysiologic mechanisms with diagnoses. *Prerequisites: undergraduate pathophysiology and graduate Academic Core courses*

GNRS 520 Theory and Practice in Adult Nursing (4)
Critical concepts in the care of selected adult-client populations are studied. Evidence-based nursing is practiced within a specialty that results in competencies to (a) expand the boundaries of nursing practice by focusing on illness management, (b) advance the practice of other nurses and nursing personnel, and (c) develop organizational/system modifications to support and improve the practice of nursing. Client populations may be selected from the areas of critical care, adult medical-surgical, or gerontology with the instructor's consent. *Prerequisites: Academic Core, Advanced Practice Core, Current RN license, CPR certificate, malpractice insurance, and meets health screening requirements*

GNRS 521 Clinical Specialization in Nursing Care of Adults (4)
The course includes continued study of the clinical nurse specialist role and competencies and extension of professional knowledge and skills in a selected clinical area. Implementation and evaluation of CNS competencies in a specific clinical area are addressed. Practicum and seminars are planned according to the students' clinical interests. *Prerequisite: Academic Core, Advanced Practice Core, and GNRS 520*

GNRS 530 Theory and Practice in Parent-Child Nursing (4)
Critical concepts in the care of selected parent-child client populations are studied. Evidence-based nursing is practiced within a specialty that results in competencies to (a) expand the boundaries of nursing practice by focusing on illness management, (b) advance the practice of other nurses and nursing personnel, and (c) develop organizational/system modifications to support and improve the practice of nursing. Client populations may be selected from the areas of obstetrics, perinatal, pediatrics, or critical care with the instructor's consent. *Prerequisites: Academic Core, Advanced Practice Core, Current RN license, CPR certificate, malpractice insurance, and meets health screening requirements*

GNRS 531 Clinical Specialization in Parent-Child Nursing (4)
The course includes continued study of the clinical nurse specialist role and competencies and extension of professional knowledge and skills in a selected clinical area. Implementation and evaluation of CNS competencies in a specific clinical area are addressed. Practicum and seminars are planned according to the students' clinical interests. *Prerequisites: Academic Core, Advanced Practice Core, and GNRS 530*

GNRS 540 Case Management (2)
This course focuses on principles and models of case management and its implementation in a multidisciplinary practice environment that emphasizes health care delivery through system integration. The student is introduced to decision making related to allocation of resources and services, the development of clinical pathways, and evaluation of case management approaches. Integral to case management is the promotion of consumer education, involvement and advocacy. *Prerequisite: completion of one clinical graduate specialty course*

GNRS 541 Clinical Practicum in Case Management (2)
This clinical course promotes the development of case management skills in collaborative practice with members of the health care team. It allows the student opportunities to apply principles of case management and utilize case management tools and methods to improve patient care and patient outcomes. Evaluation of case management activities is an integral component of the course. *Prerequisite: completion of one graduate clinical specialty course*

GNRS 546 Theory and Practice in Health Care Systems in the Community (6)
This specialized course prepares RNs without a bachelor's degree for graduate study in nursing. A multiple theoretical focus that includes concepts from systems, stress, adaptation, developmental, and role theory is emphasized. A beginning practice in the utilization of the nursing process with an emphasis on nursing diagnosis and the nurse's role in assessing, planning, implementing, and evaluating care of clients in a variety of community settings is provided. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals and families at home are essential course components. A review of legal mandates for practice and discussion of ethical dilemmas and issues related to high quality nursing care are included. Specific content varies based on the students' prior education and experience. Clinical placements are arranged to meet the individual student's needs. *Prerequisites: undergraduate research, pathophysiology, and health assessment*

GNRS 547 Nursing Leadership in Acute Care Settings (6)
This is one of two clinical courses provided for the RN who seeks both a bachelor's and master's degree in nursing. The course synthesizes selected information from the generic bachelor's and master's programs for presentation in a condensed format, addressing the development and nature of today's health care systems and associated issues in the United States. Further, content familiarizes the student with several roles and responsibilities of the contemporary nurse, such as leader, consultant, teacher, manager, and client advocate. The course focuses on client needs in acute health care settings and emphasizes the relationship between the health care system and the advocate. *Prerequisites: undergraduate research, pathophysiology, and health assessment*

GNRS 550 Theory and Practice in School Nursing (4)
This combined didactic and clinical course provides theoretical content and field experiences that emphasize the multifaceted role of the school nurse. The student participates in field experiences and classroom learning activities that focus on the assessment and management of children's health care needs in various school settings. This course provides the student with the necessary tools and skills to successfully function as a professional school nurse. At the conclusion of this course, the student will be able to successfully function as a provider of health education as well as a provider, planner and coordinator of health care in school settings. *Prerequisites: All School Nurse Services Credential courses except GNRS 591; GNRS 503 may be taken concurrently*

GNRS 552 Education Concepts and Clinical Instruction in Nursing (5)
The roles of the nurse educator in nursing education and service programs are investigated. This course builds on both clinical and teaching/learning theories, concepts in curriculum design, and instructional strategies. Teaching/learning theories are implemented in clinical and lecture situations with a group of nursing students or nursing service personnel. Additional attention is directed to issues of men's and women's intellectual development and the needs of adult and ethnic minority learners. *Prerequisites: Academic Core, Advanced Practice Core, and Specialty courses; and GNRS 554*

GNRS 554 Curriculum Foundations and Instructional Strategies (4)
Curriculum issues in education and teaching/learning theories are emphasized. Development and evaluation of nursing curricula for a variety of nursing programs are discussed. Specific teaching strategies derived from presented theories are identified for implementation in a variety of nursing settings: community or bedside client instruction, in-service presentations, and classroom instruction within schools of nursing. *Prerequisites: GNRS 501, GNRS 503, GNRS 504, and GNRS 510*

GNRS 560 Theory and Practice in Nursing Administration (5)
The advanced study of management theories and their relationship to nursing and health care facilities are addressed. Emphasis is on organizational and communication theories, nursing care delivery systems, and quality of care. *Prerequisites: GNRS 501, GNRS 504, GNRS 510, and GNRS 568*

GNRS 568 Issues in Health Care Finance (4)
An introduction to control mechanisms for use in nursing administration is provided. Content in strategic planning, forecasting, goal setting, and financial planning in health care is emphasized. Development of skills in planning and measuring the cost-effectiveness of nursing care delivery, plus program planning and budgeting for nursing services, is included.

GNRS 570 Parish Nursing/Health Ministries (2)
This course provides an introduction to and overview of health ministry and parish nursing theory and practice. The philosophy of the course is that (a) the parish nursing role is that of a specialist in spiritual aspects of patient care in the congregational context, requiring the integration of graduate level theology/ministry and nursing theory and praxis; and (b) health ministry is an emerging role and trend in pastoral ministry that seeks to bring professional ministry skill to bear upon the integration of health, faith, and spirituality in the parish setting.

GNRS 574 Foundations of Professional Nursing (5)
This course focuses on the nursing process and introductory concepts crucial to professional nursing care, including nursing processes, interviewing, wellness, health promotion, and illness prevention. The clinical practicum includes application of concepts and acquisition of nursing skills needed to provide health care to the healthy elderly and hospitalized adults with immobility problems. *Prerequisite: admission to the S.C.A.N. Program*

GNRS 575 Nursing Care in Maternal, Newborn, and Women's Health (4)
This course focuses on the theoretical and clinical concepts of the childbearing patient, her infant, and her family. The students study both normal and complicated obstetrics. Selected issues of women's health are explored. The student is introduced to birth preparation, prenatal care, normal neonatal, and postpartum care with concurrent clinical experiences. *Prerequisites: admission to the S.C.A.N. Program; successful completion of semesters one and two*

GNRS 576 Pharmacology (1)
This course is designed for students who have completed organic chemistry, inorganic chemistry, and biochemistry. The content focuses on principles of pharmacology and specifics of the major drug classifications. *Prerequisite: admission to the S.C.A.N. Program*

GNRS 577 Nutrition (2)
Functions of nutrients and the consequences of their deficiencies and excesses in the body are explored. Students are introduced to a variety of tools for planning and evaluating diets including a computer diet analysis. Application of nutrition concepts are interwoven into health care and fitness conditions. Students look at the prevention of chronic disease as it relates to proper nutrition and adequate exercise. *Prerequisite: admission to the S.C.A.N. Program*

GNRS 578 Health Assessment (3)
This course provides the nursing student with skills in physical, spiritual, and psychosocial assessment of adult clients. History-taking and physical-examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included. *Prerequisite: admission to the S.C.A.N. Program*

GNRS 579 Nursing Care of Adults and Elderly (6)
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 and a skilled nursing facility. *Prerequisites: admission to the S.C.A.N. program; successful completion of semester one*

GNRS 582 Pathophysiology (3)
This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized. *Prerequisite: admission to the S.C.A.N. Program*

GNRS 583 Nursing Care of Children and Young Adults (4)
This theoretical and clinical course focuses on the care of children from birth through adolescence. The effects of acute and chronic illness on growth and development are studied in the acute and community health care setting. Education of the child and family on health promotion, disease prevention, and safety issues are addressed. Ethical issues are discussed regarding the relationship to the child and family, including issues such as child abuse, informed consent, and the impact of diverse cultural and spiritual beliefs on health care decisions in the family. *Prerequisites: admission to the S.C.A.N. Program; successful completion of semesters one and two*

GNRS 584 Mental Health Nursing (4)
This theoretical and clinical course focuses on the dynamics of psychosocial stress within the interpersonal and intrapersonal systems of clients with acute and chronic psychiatric disorders. *Prerequisites: admission to the S.C.A.N. Program; successful completion of semesters one and two*

GNRS 585 Restorative Nursing (3)
This course enables the student to focus on integrating biological, psychosocial, and spiritual care of an adult or geriatric client with a long-term health problem. The mental health and spiritual concepts are emphasized. Students are assigned to a rehabilitation or restorative setting. *Prerequisites: admission to the S.C.A.N. Program; successful completion of semesters one and two*

GNRS 586 Leadership and Management in Professional Practice (3)
This combined theory and clinical course emphasizes leadership and management theory including systems theory in a number of applications and settings. Its assists the upcoming graduate in adjusting to various organizations encountered by professional nurses serving in a variety of roles. Core concepts relevant to the clinical settings are presented using a systems approach. Emphasis on nursing case management is included for all enrolled students. *Prerequisites: admission to the S.C.A.N. Program; successful completion of semesters one, two, three, and four*

GNRS 587 Community Health Nursing (5)
This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing, and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings, with a focus on care of the gerontological client. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care is included. *Prerequisites: admission to the S.C.A.N. Program; successful completion of semesters one, two, and three*

GNRS 588 Advance Nursing Care of Adults - Leadership (5)
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. Emphasis is placed on preparing the student to practice in a beginning leadership role in managing client care. Legal and ethical issues related to acute care are included. *Prerequisites: admission to the S.C.A.N. Program; successful completion of semesters one, two, and three*

GNRS 589 Adolescent Reproductive Health Care (3)
This course focuses on the assessment and management of adolescents with respect to reproductive health needs. Emphasis is on preservation of reproductive health with a focus on cancer prevention and screening, pregnancy prevention and screening, teenage sexual issues, and prevention and treatment of sexually transmitted infections. Cross-cultural aspects related to reproductive health will be addressed. *Prerequisites: Academic Core and Advanced Practice Core courses, and GNRS 511*

GNRS 590 Primary Health Care of the Young Family (6)
This combined theory and clinical course focuses on management of health care of children (from birth through adolescence) and their families. Theory and clinical experiences emphasize assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the child as an individual and as a family member. The effects of culture on development, parenting, and health care practices are emphasized. The course provides theory and clinical experiences in the management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of nurse practitioner. *Prerequisites: Academic Core and Advanced Practice Core courses*

GNRS 591 Primary Health Care of the Childbearing Family (4)
This course focuses on the assessment and management of the primary health care needs of the reproductive family. Emphasis is placed on health promotion and maintenance, disease prevention, curative, and restorative care. Cross-cultural aspects related to parents, male and female, of the childbearing family are addressed. *Prerequisites: Academic Core and Advanced Practice Core courses*

GNRS 592 Primary Health Care of the Mature and Aging Family (6)
This combined theory and clinical course focuses on the role of the family nurse practitioner (FNP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. The delivery of culturally competent primary health care interventions of young, middle-aged, and elderly adults are addressed. *Prerequisites: Academic Core and Advanced Practice Core courses*

GNRS 593 Psychosocial Primary Health Care of the Mature and Aging Family (4)
This combined theory and clinical course focuses on psychosocial primary health care of the mature and aging family members. Theory and clinical experiences emphasize advanced practice nursing assessment and management of common psychosocial issues of these groups. Review, analysis, and synthesis of current theory and research related to symptom meaning, presentation, and management are applied. *Prerequisites: Academic Core and Advanced Practice Core courses*

GNRS 594 Pharmacology in Advanced Practice Nursing (3)
This course builds upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. Variations in pharmacological reactions attributed to cultural factors are emphasized. Strategies for fostering individual/family adherence to pharmacological regimens are examined. This course meets the requirements of the California Board of Registered Nursing in the application of a "furnishing number" by the advanced practice nurse in California. *Prerequisites: Academic Core courses*

GNRS 595 Special Topics in Nursing (1-4)
In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development and/or to develop a particular project. If students elect this course more than once during their program, each such course must address a different topic. *Prerequisite: graduate standing*

GNRS 596 Nursing Informatics in Advanced Nursing Practice (3)
This course focuses on the management of information and application of computer and information science and technology to support and enhance advanced nursing practice, especially in the delivery of quality health care, decision making, and strategic planning. Students are assisted in becoming proficient users of computers and information technology in their professional and academic roles.

GNRS 597 Comprehensive Examination Directed Study (1)
This course guides the student through the process of demonstrating an integration of theoretical, clinical, and research knowledge. Critical thinking is enhanced through careful consideration of information presented during discussion. The examinations are taken as part of this seminar. *Prerequisites: completion of all Academic Core, Advanced Practice Core, and Specialty courses; and GNRS 540; GNRS 541 may be taken concurrently*

GNRS 598 Thesis (1)
A student initially enrolls in this option toward the latter part of the program for one unit of credit. The student registers for one unit of thesis credit each semester (two of three semesters per year) until the thesis is completed. *Prerequisites: GPA of 3.5 or above, chair's consent for thesis option, and completion of all Academic Core and Advanced Practice Core courses*

GNRS 599 Readings/Independent Study in Nursing (1-4)
A student may elect to pursue special interests for credit at any time during the program under the supervision of a faculty member. University policy states that the student must earn a grade in an independent study course in order to receive credit toward graduation. *Prerequisite: graduate standing*

Doctoral Course Descriptions

GRNS 700 Philosophy of Science (4)
This course is designed to provide students with the knowledge and critical analytic skills to comparatively evaluate the philosophical foundations of scientific theories and the influence of Western philosophical schools of thought on the development of the nursing science. Course content is organized to engage students in discussion and critical analysis of the epistemological and philosophic foundations of scientific theories and the characteristics of scientific knowledge according to the received view, paradigmatic view, perceived postmodern view, and feminist tradition. Special emphasis is given to the critical debate within nursing about the nature of nursing science.

GNRS 701 Nursing Knowledge Development (4)
This course focuses on analyzing and critiquing the theoretical and methodological processes that are utilized in theory building and knowledge development in nursing. Discussion and critique of the different stages of theory development and students' experimentation with conceptualizing and developing their theoretical stance goes hand in hand. Patterns of knowing, knowledge development, and criteria for evaluating nursing knowledge are examined in relation to the discipline's domain and the phenomena of concern in nursing.

GNRS 702 Nursing Theory (4)
This course focuses on strategies for theory development such as concept analysis, conceptual mapping, and theoretical modeling as applied to the student's phenomenon of concern. It also provides critique and analysis of the major models and theories used in a variety of nursing settings in relation to existing interdisciplinary theoretical knowledge.

GNRS 703 Spirituality and Health (4)
This course provides an introduction to spirituality, including spiritual experience, as it relates to individual health and illness. Communal spirituality is also considered. Differentiation is made between and among generic, religious and Christian spiritualities. While the course focuses on theoretical aspects of spirituality and their interaction with health and illness, concentration is on the movement from theory to praxis. This lecture/seminar course is oriented toward nursing educators who seek to develop a foundation in spirituality both for spiritual integration as well as for its development in nursing practice.

GNRS 704 Faith Integration and Nursing Scholarship (4)
This course begins with an exploration of the nature, role, problems, and possibilities of faith integration in higher education and in the nursing curriculum at all levels of higher education. The special circumstances of faith integration and its implications for teaching in secular college settings are explored. This course further provides a critical explication of theological method and content in three domains: biblical hermeneutics, constructive theology, and ministry praxis for education. The focus of the course is on the appropriation of theological method and knowledge for the purposes of integration into nursing education and practice especially (but not exclusively) within the context of a Christian or church-affiliated college.

GNRS 705 Social Ethics and Social Change (4)
To be human is to participate in community. The state is the institution in which the ultimate social authority and power are located to maintain order and to give direction to the life of a society. Social ethics is to convey the ethical and theological implication that society is subject to higher moral criticism. This course seeks to provide a social ethics frame of reference for health care. Every political theory is formed within a broader system of philosophy and beliefs. Politics or the civil community orders its life together on the basis of the public good. Medical and biological advances have contributed to a rapidly expanding human control over human and natural processes and over genetic potential and behaviors. This new power raises moral questions and the need for discussion and legislation of the complex issues raised by the developments in health care, medical technology, and science. A comprehensive social ethics places decisions about health care within the context of a fuller account of purpose and meaning in life.

GNRS 706 Methods of Inquiry (3)
Exploration of various methods of inquiry focuses on the difference between scientific thinking, wisdom, and alternative concepts of knowledge. Existential dilemmas intrinsic to the pursuit of truth, the exploration of the meaning of actions, the process of interpretation, the perception of reality, and empirical generalizations are discussed and their influence on the definition of research problems and designs explored. The nature of the problem and assumptions and their relationship within the physical and social order are addressed with an emphasis on understanding the complexity and interrelatedness of events and the concept of ecology in research. Research designs and methods are introduced as they relate to problem definition and theory and includes an overview of the principles of basic and applied experimental research, evaluation research, and the traditions and foundation of qualitative and historical research. The role of triangulation as a methodological choice in research design and analysis is addressed to provide a more insightful approach to the exploration of complex phenomena.

GNRS 707 Quantitative Nursing Research Designs (3)
This course focuses on advanced multiple research designs and data collection approaches. Emphasis is on experimental and quasi-experimental designs, epidemiological methods, survey research, evaluation and outcomes research as well as on planning design and sampling. Inferential statistics and advanced statistical analysis methods including ANOVA and various types of multiple regression analysis are incorporated within the course content.

GNRS 708 Qualitative Research Designs (3)
This course focuses on analyzing the epistemological foundations and the assumptions of qualitative research methodologies. It provides an introduction to the major qualitative research methodologies including grounded theory, phenomenology, and ethnography. Each methodology is analyzed as to its appropriateness for the research question. Experience in carrying out a pilot study in the selected methodology is provided.

GNRS 709 Advanced Quantitative Methods (3)
This course presents advanced methods of quantitative inquiry. The emphasis is on the use of factor analysis, confirmatory factor analysis, path analysis, and structural equation modeling. Assumptions of the techniques are addressed. The course provides the student experience in using statistical packages for entering and analyzing data. Reporting results of the analyses is also incorporated. Making appropriate decisions regarding which of the advanced statistical techniques to use is stressed. Critique of the advanced statistical analyses of published health care research is also emphasized.

GNRS 712 Advanced Evaluation Research (3)
Evaluation research bridges the gap between conceptual definitions, theory formulation, and practice. Evaluation research utilizes quantitative and qualitative research designs to analyze evidence and disseminate the findings to identified stakeholders that will inform decision-making and policy development. Explicit models of the decision process for program development and implementation are incorporated into the structure of the evaluation design and analysis. The course includes needs assessment, benchmarking or best practices, logic modeling, program theory development, empowerment evaluation, system analysis, and process-outcome designs. Examples incorporate national and international programs.

GNRS 713 Advanced Statistical Analysis (4)
This course presents common nonparametric and parametric statistical techniques used in health care research. Assumptions of the techniques are addressed. Specifically, the course emphasizes t-tests, ANOVA, ANCOVA, RANCOVA, correlation, odds ratio, regression, and power analysis. The course provides the student experience in using SPSS for entering and analyzing data. Reporting results of the analyses is also incorporated. Making appropriate decisions regarding which statistical techniques to use is stressed. Critique of statistical analyses of published health care research is also emphasized.

GNRS 720 Wellness Promotion and Health Maintenance (3)
This course focuses on the critical appraisal of theories and models of health promotion and on the evaluation of health initiatives developed for national health promotion and maintenance. Relevant risk prevention, control, and health promotion intervention strategies are emphasized. Communicable diseases, health hazards, high-risk health factors, acute and chronic illness across ethnic, gender and the life span, and morbidity and mortality of the nation's leading health problems are analyzed. Students' research questions are generated from a synthesis of knowledge regarding a specific phenomenon relevant to the student's individual area of study.

GNRS 730 Comparative Healthcare Systems (3)
This course focuses on exploring/analyzing environmental, social, cultural, political and economic determinants of health across the globe. Comparative analysis of international healthcare systems including governmental, nongovernmental, traditional, and faith-based organizations are emphasized. Epidemiological analysis of morbidity and mortality, analysis of health and illness responses, and health-seeking behavior across the age span and gender/ethnic variables are discussed with the intent to identify areas of research relevant to students' interest. Presented from a Christian perspective, this course investigates research and practice opportunities and responsibilities for advanced practice nurses in global arenas.

GNRS 760 Theories of Teaching and Instruction (3)
This course analyzes prominent education theories and models that are applicable to nursing education. Theoretical approaches classified as behaviorist, social interactionist, and cognitive, as well as adult learning theories are critiqued. Gardner's theory of multiple intelligence, Astin's involvement theory, and college impact models are also addressed.

GNRS 761 Leadership and Role Development in Nursing Education (3)
This course includes an analysis of educational leadership and the multiple roles of the nurse educator related to teaching, scholarship, service, and practice. Theoretical perspectives and practical approaches supported by research in nursing and higher education literature, as well as the Christian educator's role promoting faith integration, are addressed.

GNRS 762 Assessment, Curriculum, Development, and Outcomes (3)
Theoretical approaches to educational assessment, the development and implementation of nursing curriculum, and student and program outcomes are addressed. The importance of incorporating Christian values in the curriculum are emphasized. The course includes critical analyses of related topics based upon current research in nursing and higher education literatures.

GNRS 780 Dissertation Seminar (2)
This first dissertation seminar supports students' development of their dissertation proposals. Focus of this seminar is on content and process of developing a dissertation proposal as well as on the dissertation process. The seminar includes: (1) a brief review of research approaches and methodologies; (2) descriptions of the major components of proposals and completed dissertations; (3) discussions of strategies for completing proposals and dissertations; and (4) preparation and critiques of student proposal drafts.

11 Haggard School of Theology

Spiritual Life 212
Experiential Learning 213
Biblical Languages 213
Asian Program 213
Hispanic Program 213
Friends Center 213
Free Methodist Center 213
Los Angeles Regional Center 213
Library and Information Resources 214
Dual Degree Requirements 214
Master of Divinity 215
Master of Arts in Pastoral Studies 216
Master of Arts in Christian Education 217
M.A.C.E. in Youth Ministries 218
Master of Arts in Ministry Management 219
Master of Arts in Worship Leadership 221
Master of Arts in Religion 223
Doctor of Ministry 225

Haggard School of Theology

Faculty

Dean: David W. Wright, Ph.D.

Vice Dean of Accreditation and Administration; Chair, Department of Theology and Ethics; and Professor: Lane Scott, Ph.D.

Associate Dean, Chair, Department of Ministry; and Associate Professor: Enrique Zone, Ed.D.

Chair, Department of Biblical Studies; and Professor: John Hartley, Ph.D.

Director, Doctor of Ministry Program: To be announced

Chair, Advanced Studies: To be announced

Professors: Donald Thorsen, Ph.D.; Marsha Fowler, Ph.D.; Roger White, Ed.D.

Associate Professors: Gordon Coulter, Ed.D.; Elizabeth A. Leahy, M.A.; Lynn Allan Losie, Ph.D.; Keith J. Matthews, D.Min.; Arlene Sanchez Walsh, Ph.D.; Karen Winslow, Ph.D.

Assistant Professor: Kenton Walkemeyer, D.Min.

Instructor: Deborah Hearn Gin, M.Mus.

Scholar in Residence: Ralph P. Martin, Ph.D.

Lecturers (part time): Charles Allers, D.Min.; Miguel Darino, Ph.D.; Steve Fitch, M.Div.; Albert Garcilazo, M.A.; Carroll J. Halbert, M.A.; Doug Heal, M.A.; Deron Higgins, M.A.; Suk Woong Kim, Ph.D.; Lee Chung Kuhn, D.Min.; Jim Le Shana, Ph.D.; John McKenna, Ph.D.; Scott McLelland, Ph.D.; Troy Murphy, M.A.; Sergio Navarrate, D.Min.; Timothy Peck, D.Min.; Robert Ramsey, M.Div.; Terry Samples, Ph.D.; Claude M. Stonier, Ph.D.; Ron Williams, D.Min.; Richard Zone, M.A.R.

Professors Emeriti: Les Blank, Ph.D.; Earl Grant, Ph.D.

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

Introduction

Haggard School of Theology at Azusa Pacific University is an expansion of an institution that began in 1899 with the formation of the Training School for Christian Workers. Devoted Christian educators from the Evangelical Friends (Quaker) and Methodist churches provided education for ministry at the training school throughout the early part of the 20th century. Today, Haggard School of Theology exists to carry on and expand this fundamental purpose of training men and women for effective ministry in the Church of Jesus Christ. The theological stance of Haggard School of Theology is Wesleyan.

Mission Statement

Haggard School of Theology (HST), in keeping with its commitment to the authority of Scripture and the centrality of Jesus Christ, seeks to prepare people for effective, practical ministry in the Church throughout the world; to promote the spiritual, personal, and professional development of students; and to extend theological knowledge through academic inquiry, research, writing, and publication.

Specifically, HST is dedicated to the following purposes:

- Serving the global mission of the Kingdom of God.
- Preparing people for leadership in the Church and ministries within various cultural and ethnic settings.
- Challenging students to respond to the spiritual and social needs of the world.
- Providing a balance core of academic studies within the theological disciplines.
- Engaging students in experiential learning and integrative academic reflection.
- Promoting evangelical Christianity from a Wesleyan heritage.

Programs Offered

Degree programs in Haggard School of Theology prepare men and women for ministry in the church, whether as lay persons or as ordained professionals. Seven degrees are offered including the Master of Divinity (M.Div.), a 90-unit program which equips students for pastoral and other forms of ministry (many denominations require the Master of Divinity for ordination); the Master of Arts in Pastoral Studies (M.A.P.S.), a 60-unit program which trains students for service in special ministries including church development and urban and intercultural ministries (may be desirable for lay ministers not seeking ordination); the Master of Arts in Christian Education (M.A.C.E.), a 60-unit program directed toward the person with a specific call to educational ministries; the Master of Arts in Ministry Management (M.A.M.M.), a 60-unit program for the person with a specific call leading to one of the more specialized fields of professional ministry; the Master of Arts in Worship Leadership (M.A.W.L.), a 60-unit program for individuals functioning in the local church as worship leaders; the Master of Arts in Religion (M.A.R.), a 36-unit program for persons preparing to teach in Christian schools or colleges; and the Doctor of Ministry (D.Min.), a 36-unit professional doctorate.

Spiritual Life

The faculty of Haggard School of Theology believes that the growth of the student's spiritual life is foundational to effective ministry.

Accordingly, the development of spiritual life is integral to every course. In addition, there are opportunities for the graduate school community to pray together and share experiences in Jesus Christ. Students and faculty are encouraged to attend the university chapels as well as special services and lectures.

Experiential Learning

Haggard School of Theology utilizes an experiential learning model. The Master of Divinity, Master of Arts in Pastoral Studies, Master of Arts in Christian Education, Master of Arts in Ministry Management, Master of Arts in Worship Leadership, and the Doctor of Ministry programs intentionally integrate biblical, theological, and ministerial studies with ministerial practice. Field education, the central component in the M.Div., M.A.P.S., M.A.C.E., M.A.M.M., and M.A.W.L. degree programs, facilitates the integration of academic learning and experience in ministry. Students are required to devote at least 12 hours per week to some form of supervised ministry for the duration of their master's degree program.

Biblical Languages

Master of Divinity students are required to obtain competence in at least one biblical language for use as an exegetical tool in the study of the Bible. This requirement may be met by the course GBBL 500; by transcript evidence of one year of biblical Greek or Hebrew at the undergraduate level; or by GBBL 504, 505 or GBBL 524, 534. It is strongly recommended, however, that students who anticipate further graduate study in theology complete a full-year course in biblical Greek and/or Hebrew. To obtain full benefit from courses in biblical studies, students should enroll in the biblical language course, as well as in GBBL 511, as early as possible in their academic program.

Asian Program

The Asian Program offers bilingual courses in English and Korean for the various graduate degree programs in Haggard School of Theology. This program seeks to make an impact for Christ by equipping Korean pastors and lay leaders to serve as ministers, missionaries, and leaders in the Korean community throughout the world. Blending Korean culture with the principles of God's Word, the program provides academic excellence coupled with practical ministry training. Suk Woong Kim, Ph.D., is coordinator of the program. For information, call (213) 252-0962 or (626) 815-5439.

Hispanic Program

The commitment of Haggard School of Theology to equip qualified leaders for the Hispanic church of the 21st century is evident in the articulation and implementation of a vision that recognizes the need for a new paradigm of mutuality in ethnic leadership. With such focus in view, Haggard School of Theology provides qualified Hispanic students a graduate theological education in a linguistic and cultural dynamic that enhances the richness of the Hispanic worldview in the context of mainstream American culture.

The Master of Arts in Pastoral Studies (M.A.P.S.) Program consists of 60 semester units taught in three stages: the first 20 units are taught in Spanish by Hispanic professors, the next 20 units are taught in a bilingual setting with the aid of a bilingual staff and teaching assistant, and the remaining 20 units of the program are taught in English. Hispanic students are thus prepared to embrace a broadened worldview and two languages. They are contextually able to provide a strong Christian witness where God has called them to minister. Enrique Zone, Ed.D., is director of the Hispanic Program. For information, call (626) 815-5448.

Friends Center

The Friends Center is the seminary education and ministry training program of Evangelical Friends Church Southwest at Haggard School of Theology. The Friends Center's mission is to make an eternal impact for Christ by equipping men and women to serve internationally as ministers, missionaries, and leaders. The program highlights the Evangelical Friends' theological tradition with its emphasis on the primacy of Scripture as the revelation of God's Word. The center provides an excellent academic environment for students seeking a scholarly foundation for ministry. For information, call Kent Walkemeyer, D.Min., director, (626) 815-5077.

Free Methodist Center

The Free Methodist Center at Haggard School of Theology was established by the Southern California Conference of the Free Methodist Church in partnership with Azusa Pacific University to provide seminary education for people called to serve God, the church, and the world in the emerging generation. In addition to training, equipping, and mentoring students for godly, competent ministry, the Free Methodist Center provides a link between APU and local churches. This includes bringing the resources of the university to the Free Methodist constituency and placing HGST graduates where they are most suited to minister. In keeping with the Wesleyan tradition, the Free Methodist Center emphasizes the significance of Scripture, reason, tradition, and experience as the bases for growing in stature with God and humans and becoming thoroughly Christian. For information, call Karen Strand Winslow, Ph.D., director (626) 815-6000, Ext. 5655.

Los Angeles Regional Center

The Los Angeles Regional Center of Azusa Pacific University is located in the Koreatown district at 3580 Wilshire Boulevard., Suite 1240, Los Angeles, CA 90010. The center is supervised by John S. Park, Ph.D., executive director, and Amy Carlson, executive assistant. For information, call (213) 252-0962, or (626) 815-5439.

Library and Information Resources

The James L. Stamps Theological Library, located in the Duke Academic Complex, houses the university library collections in the areas of the biblical studies, theology, philosophy, church history, and ethics. The collection currently numbers approximately 60,000 volumes and is complemented with collections in the Marshburn Memorial Library and Hugh and Hazel Darling Library, also at the Azusa campus, as well as small theological collections at the Los Angeles and San Diego Centers.

The Stamps Library maintains special collections for denominations with historic ties to the university, including the Church of God – Anderson, Free Methodist, Friends, Holiness and Salvation Army.

The university library places a high priority on making available the latest information technology, including more than 100 licensed databases and a variety of CD-ROM databases in the areas of Biblical studies and languages, theology, and church history. Access to many of the resources are available through the Internet. Current journal holdings are over 13,500 titles.

Consortial arrangements allow students to access the rich theological collections of the seminaries in the Southern California Area Theological Library Association (SCATLA), collections of libraries throughout the Inland Empire (IEALC), and through the Link+ system, which connects the APU libraries with libraries throughout the state of California. Additionally, contractual arrangements exist with the Claremont School of Theology Library and Bethel Seminary San Diego.

The theological librarian serves on the faculties of both the university library and Haggard School of Theology, serves as the subject specialist, and oversees the collection development for the theological disciplines. Training in the use of the resources is available to classes and by appointment.

Dual Degree Requirements

Students may be either simultaneously or sequentially enrolled in the Master of Arts in Religion and the Master of Arts in Pastoral Studies or Master of Divinity programs at Haggard School of Theology and earn two degrees by completing a minimum of 78 units for the Master of Arts in Religion/Master of Arts in Pastoral Studies and 108 units for the Master of Arts in Religion/Master of Divinity combinations. All degree requirements for both programs must be met. A minimum of three years of full-time study is required for the Master of Arts in Religion/Master of Arts in Pastoral Studies combination; a minimum of four years of full-time study is required for the Master of Arts in Religion/Master of Divinity combination.

Advanced Standing

- M.Div. students may petition for up to 15 units of advanced standing from upper-division undergraduate work in religion.
- M.A.P.S., M.A.C.E., M.A.M.M., and M.A.W.L. students may petition for up to 10 units of advanced standing from upper-division undergraduate work in religion (or music for M.A.W.L. students only).
- M.A.R. students may not petition for advanced standing.
- Prior to formal admission, the Request for Advanced Standing Petition form should be completed.
- Students must pass examinations for advanced standing within 12 months of their admission date. The cost for the exam is $50 per unit. If the student passes the exam(s), then he/she will not be required to pay full tuition for those units.
- A student may repeat advanced standing examinations one time without further charge.
- Courses in which a grade of *B-* or lower was earned may not be used for advanced standing.
- Students admitted under the exceptional category may not petition for advanced standing units.
- Undergraduate work must be from an accredited college or university.

Transfer Units

- A student may petition for up to 45 units for the M.Div., less any advanced standing units (e.g., 30 units transfer and 15 units advanced standing or any other combination totaling 45 units for the M.Div.), and 30 units for the M.A.P.S., M.A.C.E., M.A.M.M., and M.A.W.L., less any advanced standing units, and 6 units for the M.A.R. from other accredited graduate degree programs. Units transferred are limited to one-third of an earned master's degree. A minimum of 45 units for the M.Div.; 30 units for the M.A.P.S., M.A.C.E., M.A.M.M., and M.A.W.L.; and 30 units for the M.A.R. must be completed at Haggard School of Theology.
- Units transferred must have been earned within eight years from the date of admission for the M.Div., M.A.P.S., M.A.C.E., M.A.M.M., M.A.W.L., and M.A.R. degrees.
- Courses in which a grade of *B* or better was earned may be used in a limited number as transfer credit toward the M.Div., M.A.P.S., M.A.C.E., M.A.M.M., M.A.W.L., and the M.A.R. degrees.
- Prior to formal admission, the Request for Transfer Credit petition form should be completed.

Advancement to Candidacy

In order to progress beyond the initial courses of the degree program and be admitted to full graduate standing, the student must be granted candidacy. Candidacy is granted by faculty approval upon the completion of the stated candidacy requirements for the respective degrees, and after the faculty (through a careful review) is satisfied with the student's progress in his/her field education studies, spiritual formation, and personal growth. Specific requirements for attaining candidacy are listed under the respective degree program descriptions.

Master of Divinity

The Master of Divinity Program prepares men and women for professional ministry in the church. The core curriculum provides students with solid training in biblical, theological, and ministerial studies. A unique feature of the program is its intentional integration of academic and experiential components. Students must engage in some form of supervised ministry during their degree programs. Haggard School of Theology's faculty brings to the program a unique combination of the highest academic credentials and extensive ministerial experience.

Admission Requirements

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

Program-specific application requirements are available online at www.apu.edu.

International students have a separate application procedure. Contact the office of International Student Services at (626) 815-3055 or www.apu.edu/international/iss/.

Program Goals

The M.Div. program prepares ministry graduates who:

1. Reflect theologically, integrating scripture, church tradition, reason, and experience.
2. Study scripture historically and critically, emphasizing and inductive approach in its interpretation.
3. Investigate the various beliefs and practices of other Christian traditions, while being faithful to their own.
4. Engage the Wesleyan heritage, recognizing its contributions to ministry.
5. Contextualize their beliefs and practices in fulfilling the mission of the church.
6. Develop competency in the pastoral responsibilities of preaching, teaching, leadership, and pastoral care.
7. Embody and model a holy life that is being formed in faith and love.
8. Apply their beliefs and practices with global awareness and cultural sensitivity.
9. Integrate social justice and social action into their various ministries.

Program of Studies

The Master of Divinity Program requires 90 units of course work comprising 20 units of biblical studies, 20 units of theology and ethics, 20 units of ministry studies, 10 units in the professional block, 4 units of a biblical language (which may by waived for students who have completed a year of undergraduate Hebrew or Greek), and 16-20 units of electives. An emphasis in parish nursing is available through a joint program with the School of Nursing.

Requirements for the Master of Divinity Program

Biblical Language Requirement	***4 units***
GBBL 500 Elements of Greek Exegesis	4

Students who have completed one year of undergraduate Hebrew or Greek may waive this requirement. The requirement may be filled with either GBBL 500 Elements of Greek Exegesis, GBBL 523, 524 Hebrew I, II, or GBBL 504, 505 New Testament Greek I, II.

Biblical Studies Core	***20 units***
GBBL 511 Seminar in Biblical Interpretation	4
GBBL 512 The Gospels' Witness to Christ	4
GBBL 521 People of God	4
GBBL 531 Kingdom of God	4
GBBL 532 Paul the Apostle and Theologian	4

Theology and Ethics Core	***20 units***
GTHE 504 God, Creation, and Humanity	4
GTHE 513 History of the Modern Church	4
GTHE 514 Jesus Christ, Holy Spirit, and the Church	4
GTHE 615 Church and Society	4
One of the following:	
GTHE 503 History of Early and Medieval Church	4
GTHE 505 Christian Ethics	4

Ministry Core	***20 units***
GMIN 507 Preaching and Worship	4
GMIN 516 Dynamics of Christian Formation	4
GMIN 518 Pastoral Servant Leadership	4
GMIN 528 Transitions in Ministry	4
GMIN 588 Missiological Concepts for Ministry	4

Professional Block

Field Education
6 units

GMIN 569	Field Education in Ministry*	1

*Repeated for total of 6 units

Philosophy of Ministry Requirement		***4 units***
GMIN 618	Philosophy of Ministry**	4

**An oral exam is taken in GMIN 618.

Concentrations/Electives	**16-20 units**

If a student takes GBBL 500, only 16 units are required.

Total	**90 units**

Additional Degree Requirements

Candidacy

In order to advance toward the Master of Divinity degree, the student must attain candidacy by completing 60 units of course work with a grade-point average of 2.7 or better, including GBBL 500 Elements of Greek Exegesis or a year of Greek or Hebrew, GBBL 511 Seminar in Biblical Interpretation, and 3 units of field education. In addition, students must comply with the following requirements:

1. A satisfactory evaluation by the professor of field education and field ministry supervisors
2. A satisfactory evaluation of the student's spiritual and personal growth and skills for ministry development by the faculty
3. Approval for candidacy by Haggard School of Theology faculty (The faculty may act to grant candidacy and permission to continue studies, or deny candidacy and recommend that the student be dropped from the program.)

All students in the Master of Divinity Program must devote at least 12 hours per week, for the duration of the degree program, to the practice of some form of supervised ministry in an approved church or parachurch field ministry center.

In order to graduate, a student must maintain a 2.7 grade-point average and pass an oral exam during the final semester of study in conjunction with the Philosophy of Ministry requirement.

Time Limit

The Master of Divinity must be completed within 10 years from the date of admission. APU course work completed more than 10 years prior to completion of degree requirements is not acceptable toward the degree.

Master of Arts in Pastoral Studies

The Master of Arts in Pastoral Studies Program is for persons seeking preparation in the specialized field of church development or urban and intercultural ministries. This program may be desirable for professional lay ministers not seeking ordination.

Admission requirements and procedures are the same as for the Master of Divinity Program.

Program Goals

The Master of Arts in Pastoral Studies Program helps the student who has had a specific call to church development or urban and intercultural ministries to develop a practical theology. Specifically, the goals of the Master of Arts in Pastoral Studies Program are to prepare graduates who:

- Understand basic principles for interpretation of Scriptures and are able to use an inductive method of Bible study.
- Use inductive skills to develop a biblical theology.
- Develop the ability to reflect theologically and historically about the purpose, nature, and methods of church development or urban and intercultural ministries.
- Are knowledgeable about the basic concepts, theories, and methodologies of the various disciplines related to the chosen field of church development or urban and intercultural ministries.
- Critique and evaluate basic concepts, theories, and methodologies of church development or urban and intercultural ministries from a disciplined theological perspective.
- Develop professional proficiency and leadership ability.
- Show evidence of growth in spiritual life.
- Have a global awareness of the church and its ministry.
- Integrate personal and professional development through disciplined reflection on ministerial, personal, and academic experiences.

Program of Studies

The Master of Arts in Pastoral Studies requires 60 units of course work: 32 units of core courses, 20 units of course work in urban and intercultural ministry or church development, 4 units of field education, and 4 units of elective.

Requirements for the Master of Arts in Pastoral Studies

Core Courses	***32 units***
GBBL 511 Seminar in Biblical Interpretation	4
GTHE 504 God, Creation, and Humanity	4
GTHE 505 Christian Ethics	4
GTHE 513 History of the Modern Church	4
GTHE 514 Jesus Christ, Holy Spirit, and the Church	4
GMIN 528 Transitions in Ministry	4
Two of the following:	
GBBL 512 The Gospels' Witness to Christ	4
GBBL 521 People of God	4
GBBL 531 Kingdom of God	4
GBBL 532 Paul the Apostle and Theologian	4
GBBL 622 The Church of the First Century	4
Concentration	***20 units***
Select five courses in church development or five courses in urban and intercultural ministries.	
Field Education	***4 units***
GMIN 569 Field Education in Ministry*	1
*Repeated for total of 4 units	
Electives	***4 units***
Total	**60 units**

Additional Degree Requirements

Candidacy

In order to advance toward the Master of Arts in Pastoral Studies degree, the student must attain candidacy by completing 20 units of course work, including 3 units of field education, with a grade-point average of 2.7 or better. In addition, the student must comply with three candidacy requirements.

1. A satisfactory evaluation by the professor of field education and field ministry supervisors
2. A satisfactory evaluation of the student's spiritual and personal growth and skills for ministry development by the faculty
3. Approval for candidacy by Haggard School of Theology faculty (The faculty may act to grant candidacy and permission to continue studies, or deny candidacy and recommend that the student be dropped from the program.)

All students in the Master of Arts in Pastoral Studies Program must devote at least 12 hours per week, for the duration of the program, to the practice of some form of supervised ministry in an approved church or parachurch field center.

In order to graduate, a student must maintain a 2.7 grade-point average.

Time Limit

The Master of Arts in Pastoral Studies must be completed within eight years from the date of admission. APU course work completed more than eight years prior to completion of degree requirements is not acceptable toward the degree.

Master of Arts in Christian Education

The Master of Arts in Christian Education Program is for persons seeking preparation in the specialized field of educational ministries. This program may be desirable for lay ministers not seeking ordination.

Program Goals

The Masters of Arts in Christian Education Program is basically directed toward the person with a specific call to educational ministries. Specifically, the goals of the Master of Arts in Christian Education Program are to prepare graduates who:

- Understand basic principles for interpretation of Scriptures and are able to use an inductive method of Bible study.
- Use inductive skills to develop a biblical theology.
- Develop the ability to reflect theologically and historically about the purpose, nature, and methods of Christian education.
- Are knowledgeable about the basic concepts, theories, and methodologies of the various disciplines related to the chosen field of Christian education.
- Critique and evaluate basic concepts, theories, and methodologies of Christian education from a disciplined theological perspective.
- Develop professional proficiency and leadership ability within Christian education.
- Show evidence of growth in spiritual life.
- Have a global awareness of the church and its ministry and the role of Christian education within that ministry.
- Integrate personal and professional development through disciplined reflection on ministerial, personal, and academic experiences.

Program of Studies

The Master of Arts in Christian Education Program requires 60 units of course work: 32 units of core courses, 20 units of course work in Christian education, 4 units of field education, 4 units of electives.

Requirements for the Master of Arts in Christian Education

Core Courses	***32 units***
GBBL 511 Seminar in Biblical Interpretation	4
GTHE 504 God, Creation, and Humanity	4
GTHE 505 Christian Ethics	4
GTHE 513 History of the Modern Church	4
GTHE 514 Jesus Christ, Holy Spirit, and the Church	4
GMIN 528 Transitions in Ministry	4
Two of the following:	
GBBL 512 The Gospels' Witness to Christ	4
GBBL 521 People of God	4
GBBL 531 Kingdom of God	4
GBBL 532 Paul the Apostle and Theologian	4
GBBL 622 The Church of the First Century	4
Concentration	***20 units***
GMIN 506 Foundations of Educational Ministries	4
GMIN 516 Dynamics of Christian Formation	4
GMIN 526 Curriculum and Instruction	4
Two of the following:	
GMIN 546 Seminar in Educational Ministries	4
GMIN 596 Educational Ministry Administration	4
GMIN 606 Current Issues in Educational Ministries	4
Field Education	***4 units***
GMIN 569 Field Education in Ministry*	1
*Repeated for total of 4 units	
Electives	***4 units***
Total	**60 units**

Additional Degree Requirements

Candidacy

In order to advance toward the Master of Arts in Christian Education degree the student must attain candidacy by completing 20 units of course work, including 3 units of field education, with a grade-point average of at least 2.7. In addition, the student must comply with three candidacy requirements.

1. A satisfactory evaluation by the professor of field education and field ministry supervisors
2. A satisfactory evaluation of the student's spiritual and personal growth and skills for ministry development by the faculty
3. Approval for candidacy by Haggard School of Theology faculty (The faculty may act to grant candidacy and permission to continue studies, or deny candidacy and recommend that the student be dropped from the program.)

All students in the Master of Arts in Christian Education Program must devote at least 12 hours per week for the duration of the program to the practice of some form of supervised ministry in an approved church or parachurch field center.

In order to graduate, a student must maintain a 2.7 grade-point average.

Time Limit

The Master of Arts in Christian Education must be completed within eight years from the date of admission. APU course work completed more than eight years prior to completion of degree requirements is not acceptable toward the degree.

Master of Arts in Christian Education: Youth Ministries Emphasis

Today's youth ministers meet teenagers from more diverse backgrounds than ever before. Consequently, a new breed of youth ministers is emerging. The 21st century youth minister must be rooted in scriptural principles and able to meet the complexity of challenges facing youth in today's culture (suicide, teen pregnancy, crime, drugs, etc.). Youth workers today must become active liaisons between schools, nonprofit government agencies, law enforcement agencies, and the community. Today's youth ministers must understand the crucial function of role modeling and effectively establish mentoring programs in a wide array of settings and circumstances. For information, contact Gordon Coulter, Ed.D., director, at (626) 815-6000, Ext. 5636.

The Degree Program

The M.A.C.E. Program offers those with a passion for the spiritual growth of today's youth the opportunity to earn a master's degree in only three years. Classes meet one night per week with summers off.

The cohort model of teaching brings together 20 adult learners for the duration of the program who study, learn, and experience the dynamic interplay of spiritual formation and educational preparation. Such an experience also fosters deep and supportive friendships that span cultural, age, and gender differences and last far beyond graduation.

Program Goals

- Integration of truth with culture
- Development of a philosophy of lifelong service to Christ
- Promotion of an understanding of youth culture
- Provision of hands-on experience and reality-based learning

Program of Studies

- This 60-unit program comprises 28 units of core courses, 20 units within the Christian Education concentration, 6 units of field education, and 6 units of electives.
- At least 12 hours per week are devoted to the practice of some form of supervised ministry in an approved church or parachurch field center for the duration of the program.
- Maintenance of a 2.7 grade-point average or higher is required.

Requirements for the Master of Arts in Christian Education: Youth Ministries

Core Courses	**28 units**
GBBL 511 Seminar in Biblical Interpretation	4
GBBL 512 The Gospels' Witness to Christ	4
GBBL 532 Paul the Apostle and Theologian	4
GTHE 504 God, Creation, and Humanity	4
GTHE 505 Christian Ethics	4
GTHE 513 History of the Modern Church	4
GTHE 514 Jesus Christ, Holy Spirit, and the Church	4
Ministry Studies Core	***20 units***
GMIN 506 Foundations of Educational Ministries	4
GMIN 516 Dynamics of Christian Formation	4
GMIN 528 Transitions in Ministry	4
GMIN 538 Evangelism and Discipleship	4
GMIN 546 Seminar in Educational Ministries	4
Field Education	***6 units***
GMIN 569 Field Education in Ministry*	1
*Repeated for total of 6 units	
Electives	***6 units***
Total	**60 units**

Master of Arts in Ministry Management

The Master of Arts in Ministry Management (M.A.M.M.) degree is offered by Haggard School of Theology and the School of Business and Management. The curriculum provides students with education in business management and in the theological disciplines of biblical interpretation, theology, and ministry. The program is designed for the person called to management within ministry of the local church.

Classes in this program are primarily offered in the afternoons and evenings. Graduate courses in the School of Business are also offered in the evening, and the existing core courses in Haggard School of Theology rotate every two or three semesters allowing working students to complete the program in a timely fashion. For information, contact John Schaub, D.Min., director, at (626) 815-6000, Ext. 5655.

Program Goals

The goals of the Master of Arts in Ministry Management are to prepare graduates who:

- Understand the basic principles of the interpretation of Scripture based on an inductive method of Bible study.
- Gain knowledge of the biblical foundations of stewardship.
- Gain knowledge of theological method and engage in constructive theological reflection, with special emphasis on the theology of ministry.
- Understand the vital role business and law plays in the context of the church.
- Gain knowledge and experience in using sound financial practices in the context of the church.
- Experience personal and spiritual growth.
- Articulate integrated philosophy of ministry through a disciplined reflection on the theoretical and practical knowledge acquired through the academic experience.

Admission Requirements

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

Program-specific application requirements are available online at www.apu.edu.

International students have a separate application procedure. Contact the office of International Student Services at (626) 815-3055 or www.apu.edu/international/iss/.

There is no prerequisite theological course work; however, individuals applying without a bachelor's degree in business must fulfill the appropriate course work before enrolling in the required business courses.

This program is open to students applying with exceptional status (i.e., students applying without a bachelor's degree in either religious studies or business but with an accredited associate's degree or equivalent).

Students who have completed a bachelor's degree in business and/or religious studies may petition for up to 10 units of advanced standing toward their M.A.M.M. degree. Advanced standing is based on an undergraduate transcript that shows completion of upper-division course work of *B* or better that is comparable to the course for which advanced standing is granted. Advanced standing is granted on the basis of assessment showing knowledge, competence, or skills that would normally be provided by the specific courses for which they have been granted advanced standing. Advanced standing units differ from waiving specific course requirements in that the overall number of units required to earn the M.A.M.M. degree would be reduced. Students will be tested in written and oral form to show proficiency in the areas in which they petition for advanced standing. Students must receive a minimum passing grade of 70 percent on each exam to establish proficiency in each course. Please contact Haggard School of Theology for more information on petitioning for advanced standing.

Students may petition to transfer up to 30 graduate units from an accredited institution toward their M.A.M.M. degree, less any advanced standing units (e.g., 20 units transfer and 10 units advanced standing or other combinations totaling 30 units). A minimum of 30 units must be completed at APU. A maximum of one-third of an earned master's degree may be transferred towards the M.A.M.M. program. Only courses in which a grade of *B* or better was earned may be used as transfer credit. The request for transfer credit petition form should be completed prior to formal admission.

Units transferred must have been earned within eight years from date of admission to the M.A.M.M. Program.

Minimum 600 TOEFL required.

Program of Studies

The Master of Arts in Ministry Management Program requires 60 units of course work:

24 units of core theology and biblical studies courses;
24 units in concentration (12 in business, 12 in ministry);
and 12 units in the professional block.

Requirements for the Master of Arts in Ministry Management

Core Courses		***24 units***
GBBL 511	Seminar in Biblical Interpretation	4
GTHE 504	God, Creation, and Humanity	4
GTHE 505	Christian Ethics	4
GTHE 513	History of the Modern Church	4
Two of the following:		
GBBL 512	The Gospels' Witness to Christ	4
GBBL 521	People of God	4
GBBL 531	Kingdom of God	4
GBBL 532	Paul the Apostle and Theologian	4
GBBL 622	The Church of the First Century	4
Concentration Courses		***24 units***
BUSI 509	Worldview Leadership Formation	1
BUSI 512	Financial Analysis I	2
BUSI 513	Financial Analysis II	3
BUSI 527	Strategic Marketing	3
BUSI 563	Public Accounting: Legal and Financial Issues in Nonprofit Management	3
GMIN 508	Church Leadership and Administration	4
GMIN 615	Church and Society	4
GMIN 628	Seminar in Ministry	4
Professional Block		***8 units***
GMIN 528	Transitions in Ministry	4
GMIN 618	Philosophy of Ministry*	4
Field Education		***4 units***
GMIN 569	Field Education in Ministry**	1

*An oral defense of the student's thesis is given in this course.

**Repeated for total of 4 units

Total	**60 units**

Additional Degree Requirements

In order to advance toward the M.A.M.M. degree, the student must attain candidacy by completing 20 units of course work with a grade-point average of 2.7 or better. In addition, students must comply with the following requirements:

- Completion of all business prerequisites mentioned above
- A satisfactory evaluation by the professor of field education and field ministry center supervisors
- A satisfactory evaluation by the faculty of the student's spiritual and personal growth and skills for ministry management
- Approval for candidacy by a joint committee of HST and SBM faculty (The faculty may act to grant candidacy and permission to continue studies or deny candidacy and recommend that the student be dropped from the program.)

All students in the M.A.M.M. program must devote at least 12 hours per week for the duration of the program to some form of supervised ministry in an approved church or parachurch field center.

In order to graduate, a student must maintain at least a 2.7 grade-point average. In the student's final semester of study in conjunction with the Philosophy of Ministry requirement, the student must write and orally defend a master's thesis and design and execute a business project for the church or parachurch organization.

Time Limit

The M.A.M.M. degree must be completed within eight years from the date of admission. Course work completed at APU more than eight years prior to completion of degree requirements will not be credited toward the degree.

Master of Arts in Worship Leadership

The Master of Arts in Worship Leadership (M.A.W.L.) is offered jointly by Haggard School of Theology and APU's School of Music. The curriculum provides students with education in music and in the theological disciplines of biblical interpretation, theology, and ministry. The program is designed for the person called to a ministry of music and the arts in the setting of the worship and educational ministry of the local church.

Classes in this program are primarily offered in the afternoon and evenings. Graduate courses in the School of Music are offered in the evening, and the existing core courses in Haggard School of Theology rotate every two or three semesters allowing working students to complete the program in a timely fashion. For information, contact Deborah Gin, M.Div., M.Mus., director, at (626) 815-5446.

Program Goals

The goals of the Master of Arts in Worship Leadership are to prepare graduates who:

- Understand the basic principles of the interpretation of Scripture based on an inductive method of Bible study.
- Gain knowledge of the biblical foundations of worship.
- Gain knowledge of theological method and engage in constructive theological reflection, with special emphasis on the theology of ministry, worship, and the sacraments.
- Understand the unique role that music and the arts has in the context of worship.
- Gain knowledge and experience in using the performing arts and multimedia in the context of worship.
- Gain knowledge of the development of worship in the history of the church, including liturgy, worship styles, instrumental and choral music, hymnology, and congregational song, and the relationship of this development to major events in church history.
- Gain a broad understanding of church music literature and repertoire from diverse cultural and historical periods.
- Gain experience in leadership in the ministry of worship in the local church, including practical experience in advanced choral and instrumental conducting and arranging.

- Gain knowledge in leading a comprehensive program of worship education for the staff and congregation in the local church.
- Experience personal and spiritual growth.
- Articulate an integrated philosophy of ministry through a disciplined reflection on the theoretical and practical knowledge acquired through the academic experience.

Admission Requirements

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

Program-specific application requirements are available online at www.apu.edu.

International students have a separate application procedure. Contact the office of International Student Services at (626) 815-3055 or www.apu.edu/international/iss/.

This program is open to students applying with exceptional status (i.e., students applying without a bachelor's degree in either religious studies or music but with an accredited associate's degree or equivalent). However, music prerequisites mentioned above do apply. Students who enter the program without a bachelor's degree will not be able to earn a bachelor's degree through this master's degree program.

Students who have completed a bachelor's degree in music and/or religious studies may petition for up to 10 units of advanced standing toward their M.A.W.L. Advanced standing units for theology or music courses in the M.A.W.L. will be granted upon successful passing of exams. Advanced standing for music courses will be allowed for the M.A.W.L program only and for no other graduate music degree program.

Advanced standing is based on an undergraduate transcript that shows completion of upper-division course work of *B* or better that is comparable to the course for which advanced standing is granted. Advanced standing is granted on the basis of assessment showing knowledge, competence, or skills that would normally be provided by the specific courses for which they have been granted advanced standing. Advanced standing units differ from waiving specific course requirements in that the overall number of units required to earn the M.A.W.L. would be reduced. Students will be tested in written, oral, and/or project portfolio form to show proficiency in the areas for which they petition for advanced standing. Students must receive a minimum passing grade of 70 percent on each exam to establish proficiency in each course. Please contact Haggard School of Theology for more information on petitioning for advanced standing.

Students may petition to transfer up to 30 graduate units from an accredited institution toward their M.A.W.L., less any advanced standing units (e.g., 20 transfer units and 10 advanced standing units or other combinations totaling 30 units). A minimum of 30 units must be completed at APU. A maximum of one-third of an earned master's degree may be transferred toward the M.A.W.L. Units transferred must have been earned within eight years from the date of admission to the M.A.W.L. program. Only courses in which a grade of *B* or better was earned may be used as transfer credit. The Request for Transfer Credit petition form should be completed within one year of admission.

Prerequistes for M.A.W.L.

There is no prerequisite theological course work; however, individuals applying without a bachelor's degree in music must fulfill the following prerequisite course work by the end of their second semester in the program. These applicants must meet with the chair of graduate programs in music to assess their ability to meet the prerequisites within the given deadline. If the applicant is considered unable to meet the deadline, he/she will not be admitted until prerequisites have been fulfilled.

Students applying without a bachelor's degree in music must fulfill the prerequisites outlined in either 1 or 2 below.

1. Prerequisite units from an accredited undergraduate program as outlined below:
   - Music history 9 units
   - Theory 12 units
   - Aural skills 3 units
   - Conducting 3 units
2. Proficiency on graduate entrance exams in the following areas:
   - Music history
   - Theory
   - Aural skills
   - Conducting

Failure to pass one or more of these exams will require the student to take and pass a review course for each failed area. The School of Music intends to offer summer intensive review courses to enable students to fulfill the prerequisites. The graduate entrance exams will be provided by the School of Music and will be administered by the chair of the graduate programs in music. Students must receive a minimum passing grade of 70 percent on each exam to establish proficiency in each area.

The chair of the graduate programs in music will track students on the fulfillment of their prerequisites. For information on the evaluation of the prerequisite course work and/or how to meet these prerequisites, please contact the chair of the graduate programs in the School of Music.

Program of Studies

The M.A.W.L. Program requires 60 units of course work, comprised of 20 units of music, 20 units of theology, 16 units of integrative courses, and 4 units of elective.

Requirements for the Master of Arts in Worship Leadership

Music Courses		***20 units***
GMUS 500	Introduction to Graduate Music Program	3
GMUS 542	Vocal techniques	2
GMUS 561	History of Congregational Song	2
GMUS 562	Survey of Contemporary Worship Styles	2
GMUS 563	Introduction to Technology and Worship	2
GMUS 564	The Use of Keyboard in Worship	1
GMUS 565	Aesthetics of Worship	2
GMUS 566	Conducting for the Church Musician	3
GMUS 567	Arranging: Choral and Instrumental	2
GMUS 568	Instruments/Voice and Their Use in Contemporary Worship	1
Theology Courses		***20 units***
GBBL 511	Seminar in Biblical Interpretation	4
GBBL 562	Biblical Foundations of Worship	4
GTHE 504	God, Creation, and Humanity	4
GTHE 514	Jesus Christ, Holy Spirit, and the Church	4
Choose one:		
GMIN 507	Preaching and Worship	4
GMIN 508	Church Leadership and Administration	4
GMIN 518	Pastoral Servant Leadership	4
Integrative Courses		***16 units***
GTHE 543	History of Worship and Liturgy	4
GMIN 578	Worship Leadership	4
GMIN 569	Field Education in Ministry*	1
GMIN 618	Philosophy of Ministry**	4
Electives		***4 units***
Total		**60 units**

*Repeated for a total of 4 units

**An oral defense of the student's thesis is given in this course. Design and execution of a worship experience that includes biblical models, theology, and praxis is also required in this course.

Additional Degree Requirements

Candidacy

In order to advance toward the M.A.W.L. degree, the student must attain candidacy by completing 20 units of course work with a grade-point average of 2.7 or better. In addition, students must comply with the following requirements:

- Completion of all music prerequisites mentioned above
- A satisfactory evaluation by the professor of field education and field ministry center supervisors
- A satisfactory evaluation by the faculty of the student's spiritual and personal growth and skills for ministry and music development
- Approval for candidacy by a joint committee of HST and SOM faculty (The faculty may act to grant candidacy and permission to continue studies or deny candidacy and recommend that the student be dropped from the program.)

All students in the M.A.W.L. program must devote at least 12 hours per week for the duration of the program to some form of supervised ministry in an approved church or parachurch field center.

In order to graduate, a student must maintain at least a 2.7 grade-point average. In the student's final semester of study in conjunction with the Philosophy of Ministry requirement, the student must write and orally defend a master's thesis and design and execute a worship experience project.

Time Limit

The M.A.W.L. degree must be completed within eight years from the date of admission. Course work completed at APU more than eight years prior to completion of degree requirements is not acceptable toward the degree.

Master of Arts in Religion

The Master of Arts in Religion Program is designed for students with an undergraduate major or minor in religion who desire advanced academic training in biblical studies or theology and ethics in preparation for teaching in Christian schools or colleges. The Master of Arts in Religion may also serve as the foundation for doctoral studies in Bible or theology and ethics.

Program Goals

The Master of Arts in Religion Program provides a general foundation in the biblical and theological disciplines as well as an opportunity for specialized training in either biblical studies or theology and ethics. Specifically, the goals of the Master of Arts in Religion program are to prepare graduates who:

- Understand the principles and methods of biblical interpretation, with particular focus on the inductive method of Bible study.
- Understand the principles and methods of the formation of Christian doctrine and/or ethics.
- Demonstrate mastery of the craft of scholarly research and writing.

Graduates with a concentration in biblical studies:

- Use the critical methods of biblical interpretation.
- Understand the relationship of historical and cultural context to the interpretation of the Bible.
- Understand the methodology and central themes of biblical theology.

Graduates with a concentration in theology and ethics:

- Use theological methodology in addressing theological and ethical issues.
- Understand the historical development of Christian doctrine and ethics.
- Understand the central doctrines of Christian theology and the foundations of Christian ethics.

Admission Requirements

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

Program-specific application requirements are available online at www.apu.edu.

International students have a separate application procedure. Contact the office of International Student Services at (626) 815-3055 or www.apu.edu/international/iss/.

Program of Studies

The Master of Arts in Religion requires 36 units of course work comprising 12 units of core courses, 20 units of concentration in either biblical studies or theology and ethics, and 4 units of elective. Each student is assigned a faculty advisor who will give guidance in the selection of courses, preparation for the written core examination, and composition of the research paper or thesis.

Requirements for the Master of Arts in Religion

Core Courses		***12 units***
Three of the following:		
GBBL 511	Seminar in Biblical Interpretation	4
GBBL 512	The Gospels' Witness to Christ	4
GTHE 505	Christian Ethics	4
GTHE 534	Interdisciplinary Seminar in Theology	4
Concentration		***20 units***
The student chooses a concentration in either theology and ethics or biblical studies and selects 20 units of courses from the area of concentration.		
Electives		***4 units***
The student selects one elective.		
Total		**36 units**

Additional Degree Requirements

Candidacy

Before students are allowed to enroll in courses beyond a total of 24 units, they must be advanced to candidacy in the Master of Arts in Religion program. Candidacy is granted by the faculty of Haggard School of Theology after a review of the student's progress in the program and the successful completion of the core courses and the written core examination (taken after the three core courses are completed).

Research Paper or Thesis

To receive the Master of Arts in Religion, students must demonstrate the ability to write and conduct scholarly research in their area of concentration. Under the supervision of the faculty advisor, the student prepares a major research paper or a thesis which is defended in an oral session before the faculty advisor and two other faculty members of Haggard School of Theology. The major research paper or thesis may be an expansion of work presented to meet course requirements in the concentration. The oral defense may be scheduled after the student has achieved candidacy and is within six units of the completion of course work, and must be accomplished before the degree is awarded. In order to graduate, a student must have at least a 3.0 grade point average.

Time Limit

The Master of Arts in Religion must be completed within eight years from the date of admission. APU course work completed more than eight years prior to completion of degree requirements is not acceptable toward the degree.

Doctor of Ministry

The Doctor of Ministry (D.Min.) represents the highest professional degree in the practice of ministry. It builds on education received through the Master of Divinity and on experience gained in the practice of ministry. The Doctor of Ministry offered by Haggard School of Theology focuses on spiritual formation and ministry leadership. It helps students grow personally and spiritually, develop cutting-edge skills and competence in the practice of ministry, and make scholarly contributions to the field of ministry practice.

Program Goals

The Doctor of Ministry in spiritual formation and ministry leadership offers a comprehensive curriculum track that focuses on the real-world skills ministry leaders need today. The ultimate goal is to renew and transform ministry leaders, churches, and communities toward those of Jesus Christ.

In general, the goals of the Doctor of Ministry program focus on growth in specific skills for spiritual formation and ministry leadership. In this context, doctoral scholarship and research are emphasized to bring theory and praxis into practical ministry application. The program seeks to accomplish these goals by focusing on the following:

- Personal Spiritual Formation: Students will learn the theory and practice of personal spiritual formation, develop habits for continued spiritual growth, develop a theology of spiritual formation, and apply this knowledge personally.
- Ministry Leadership: Students will gain knowledge of leadership development, personal leadership styles, the art of spiritual leadership, and learn how to apply this knowledge in ministry practice.
- Community Impact: Students will study historical and contemporary church movements and reflect on contemporary concerns in the practice of ministry. Students will learn how to apply their knowledge in local ministry practice and will make a contribution to the greater Christian community through completion of a written doctoral project.

Admission Requirements

Admission decisions to the Doctor of Ministry program are based initially on three primary criteria: Prerequisite theological education, practical ministry leadership experience, and demonstrated academic aptitude for advanced studies at the doctoral level.

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

International applicants have a separate application procedure. Please contact the Office of International Student Services at (626) 815-3055 or email iss@apu.edu

Program admission requirements include the following:

1. A completed application for graduate admission (available from the Graduate Center, the Office of the Doctor of Ministry, or online at www.apu.edu)
2. An M.Div. from an ATS-accredited school or its educational equivalent, achieved with a grade-point average of at least 3.0 (on a 4.0 scale) and verified by the submission of an official transcript (Educational equivalent is evidenced by 90 semester units of theological study in course work commensurate with requirements by Haggard School of Theology for granting an M.Div. For more information on equivalency, contact the Office of the Doctor of Ministry.)
3. Transcripts from all institutions leading to, and awarding, the applicant's baccalaureate degree and all post-baccaleureate study
4. Evidence of active practice in ministry leadership for at least three years after completion of the first theological degree and current involvement in ministry leadership (This must include a written letter of support for doctoral studies from the applicant's current ministry assignment.)
5. A 1,500-word written statement that addresses ministerial and educational goals, personal spiritual and leadership journey, and recent theological reading (Please contact the Office of the Doctor of Ministry for details on completing this admission requirement.)
6. Three letters of reference attesting to the applicant's personal character, academic ability, and ministerial skills (Forms are included with application materials.)
7. A current résumé
8. A personal interview with the program director may be required.
9. Applicants for whom English is a second language must demonstrate language aptitude for advanced studies at the doctoral level by a score of 550 on the Test of English as a Foreign Language (TOEFL) and pass a test of written English. Students who have completed at least 48 units in an accredited English-speaking program just prior to application may be admitted without the TOEFL.
10. Availability of a computer with Internet access is highly recommended for all students.

All materials should be submitted to:

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

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

Send international applications to:

Office of International Student Services
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 815-3801
iss@apu.edu

Transfer Credit

Because of the specialized nature of the program, transfer credit must be evaluated by the director of the D.Min. Program. A maximum of six semester units of doctoral-level work which have been completed within the past eight years will be allowed as transfer credit.

Full-time Status

Full-time status in the D.Min. Program is 8 units per term. Students who enroll in at least 4 units are considered to be half time.

Time Limit for Degree Completion

A maximum of 16 units of course work may be completed during one calendar year, requiring a minimum of two years for completion of all required course work. The written doctoral project may be completed in the third year. The minimum time required for completing the program is three years, and the maximum time allowed is seven years from the time of enrollment.

Advancement to Candidacy

Students will be considered for candidacy for the Doctor of Ministry after satisfactory completion of 16 units of course work (minimum of 3.0 GPA in all course work with no grade less than *B-*, satisfactory completion of two doctoral project seminars, approval of the student's doctoral project proposal by the director and the D.Min. committee, and an interview with the director. Final approval for candidacy is granted by the D.Min. committee.

Written Project

Students will demonstrate academic and practical learning through completion of a major written project. They will conduct research and develop and write their project in a ministry practice field of interest. Ordinarily the project will be a minimum of 100 pages and a maximum of 250 pages in length. Complete information on the doctoral project process and standards is available from the Office of the Doctor of Ministry.

Requirements for Doctor of Ministry

Core Courses		**20 units**
GDMN 704	Research and Design	4
GDMN 710	History of Christian Spirituality	4
GDMN 720	Theology for Spiritual Formation	4
GDMN 730	Church Renewal	4
GDMN 740	Spiritual Leadership	4
Electives		***12 units***
GDMN 750	Civic Spirituality	4
GDMN 760	Christian Spirituality and Modern Technology	3
GDMN 762	Spiritual Practices in the Church	4
GDMN 764	History and Theology of Worship	3
GDMN 766	Empowering the Laity	3
GDMN 768	Urban Immersion	3
GDMN 770	Church Growth and Church Planting	3
GDMN 772	Contemplative Spirituality	4
GDMN 782	Scripture: Its Spirituality and Proclamation	4
GDMN 799	Readings in Doctoral Ministry	1-4
Project		
GDMN 790	Ministry Project	4
Total		**36 units**
GDMN 792	Ministry Project Continuation	0

Students who do not complete their D.Min. project during the semester they are enrolled in GDMN 790, must enroll for subsequent semesters in this course.

Instructional Format

Each course is structured to include three components which incorporate the theoretical, practical, and collegial aspects of the learning experience:

1. ***Preliminary reading***. Reading is assigned that must be completed prior to the classroom experience, fulfilling a requirement of 1,800-2,000 pages of reading for a three-unit course and 2,400-2,500 pages for a four-unit course. The reading provides the theoretical basis for the analysis of practical situations in ministry.
2. ***Classroom experience***. Classroom experience is in concentrated sessions during two-week residency periods held each January and July. The residency periods involve significant interaction with a faculty instructor in a peer-learning, seminar format. The faculty instructor serves as a facilitator of discussion in a collegial atmosphere, using his or her academic and practical experience to bring in-depth analysis, critical thinking, integration, and application to the topic.
3. ***Grading***. Students must achieve a minimum grade of *B-* in order to receive credit for work in a course. If a student receives a grade of *C+* or lower in a course, the course may be repeated, and the new grade, if higher, will replace the former grade in the computation of the grade-point average.
4. ***Course project***. An extensive post-classroom project provides an opportunity to synthesize the reading and the classroom discussions and apply them to a ministerial situation. The results of this reflection are then submitted in the form of a paper with a minimum length of 5,000 words (20 pages).

Classes are scheduled two times during the year - January and July.

Course Descriptions

Biblical Studies

GBBL 500 Elements of Greek Exegesis (4)
Students who are readers of the English Bible are introduced to the syntax of New Testament Greek for a better understanding of the translation process, the principles of exegesis, and the exegetical reference tools available for interpreting the New Testament.

GBBL 504 New Testament Greek I (4)
This class introduces the basic vocabulary, morphology, and syntax of New Testament Greek for the purpose of learning to read and interpret the New Testament as a foundation for theological study and pastoral practice.

GBBL 505 New Testament Greek II (4)
This class continues the study of the basic vocabulary, morphology, and syntax of New Testament Greek begun in New Testament Greek I.

GBBL 511 Seminar in Biblical Interpretation (4)
This course looks at the history of interpretation and introduces the student to literary, form, and redaction criticism. The basic method presented is the inductive approach.

GBBL 512 The Gospels' Witness to Christ (4)
This course examines the life and teaching of Jesus portrayed in the Gospels, exploring the historical, literary, and theological features of their witness through the inductive method of Bible study, enhanced by the methods of contemporary Gospel criticism.

GBBL 521 People of God (4)
This course addresses the theology of Creation, including history and covenant. Genesis, Exodus, and Deuteronomy are used as primary source material.

GBBL 522 Mark: The Challenge of Discipleship (4)
This course applies various reading strategies to the interpretation of the Gospel of Mark in order to penetrate the mystery of its portrait of Jesus and engage the challenge of its witness to Jesus' call to discipleship.

GBBL 524 Hebrew I (4)
This course introduces the basic vocabulary, morphology, and syntax of biblical Hebrew for the purpose of learning to read basic Hebrew narrative and gaining the tools for interpreting the Old Testament as a foundation for biblical study. It provides pastors and teachers with tools for greater insight into the biblical message of the Old Testament.

GBBL 531 Kingdom of God (4)
The interrelationship between the Israelite kingdom and the Kingdom of God are examined. These themes are traced through the historical books, the Psalms, and the prophets.

GBBL 532 Paul the Apostle and Theologian (4)
This course studies the Apostle Paul's pastoral work in the establishment and care of churches and his formative contribution to the theology of the church through examination of his letters.

GBBL 534 Hebrew II (4)
This course serves as a continuation of the introduction to the basic vocabulary, morphology, and syntax of biblical Hebrew begun in Hebrew I.

GBBL 541 Exegetical Study of the Greek or Hebrew Text (4)
Students are introduced to the basic principles and practice of Greek or Hebrew exegesis, through a detailed study of selected passages in the Greek text of the New Testament or the Hebrew Scriptures. Attention is given to methodological and bibliographical resources.

GBBL 542 Biblical Foundations for Spirituality (4)
This course investigates the biblical foundations of the spiritual life. Students study selected biblical texts to develop a theology of worship, prayer, spiritual disciplines, and the Holy Spirit's work in the believer. The application and integration of this material to the student's life is stressed.

GBBL 551 Geographical and Historical Setting of the Bible (4)
This comprehensive course of study emphasizes the geography, history, and archaeology of Israel in biblical times, as well as introducing the post-biblical history of the land, the Holocaust, and the complex social issues facing the modern nation of Israel. The course includes a 10-day travel tour of the lands of the Bible.

GBBL 552 Romans: The Obedience of Faith (4)
Students study Paul's letter to the Romans, with attention to developing skill in the methods of biblical exegesis and engaging the theological and ethical implications of Paul's thought.

GBBL 561 Psalms as Resource for Ministry (4)
The psalms of ancient Israel provide models of appropriate human response to the breadth of life as lived before God. In a strange but hopeful way, these human songs also become the source of the Divine Word of guidance, salvation, and grace. The course investigates the historical and literary character of the Hebrew psalms as well as ways these compositions can be effectively and appropriately incorporated into a life of ministry.

GBBL 562 Biblical Foundations of Worship (4)
This course is a study of the worship of the believing communities of the Bible and early Christianity within the context of the ancient Near East and the Greco-Roman world, with special attention to its historical expressions and theological foundations.

GBBL 570 Directed Research (1-4)

GBBL 571 Readings in the Hebrew Text of the Pentateuch (1-4)
Selections from the Pentateuch are chosen according to the students' needs and interest. Attention is devoted to improving the ability to read the Hebrew text and knowledge of advanced Hebrew grammar. The course focuses on the documentary hypothesis and traditional-historical criticism.

GBBL 572 Readings in the Greek Text of the Gospels (1-4)
Selected passages from the Greek text of the Gospels are examined, and special attention is given to the tools of source, form, redaction, and narrative criticism.

GBBL 581 Readings in the Hebrew Text of the Prophets (1-4)
Selections from the Hebrew Bible are chosen according to the students' needs and interests. Attention is devoted to improving the ability to read the Hebrew composed in poetry. The role of the prophets in the life of Israel is investigated in terms of their preparation of the people for the coming of God's Kingdom in Christ.

GBBL 582 Readings in the Greek Text of the Epistles (1-4)
Selected passages from the Greek text of the Epistles are examined and special attention is given to rhetorical criticism.

GBBL 590 Thesis (4)

GBBL 59l Isaiah (4)
This course comprises a study of the canonical book Isaiah. The life and ministry of Isaiah of Jerusalem are investigated. Then the other sections of Isaiah are studied. The concepts of Isaiah 40-55 receive special emphasis, particularly the view of God, God's Word, the messages of salvation, and the role of the servant. Some attention is given to the major themes of Isaiah 56-66. The role of this canonical book in preparation for the coming of God's Kingdom in Christ receives special attention. His message of hope laid the foundation for the early Christians to understand God's work in Jesus. Thus, of all the books of the Old Testament, Isaiah is the most crucial for understanding the work of God in Christ.

GBBL 599 Readings in Biblical Studies (1-4)

GBBL 611 Old Testament Seminar (4)
Topics with current and/or continuing significance for Old Testament studies, critical methods, and advanced research techniques are emphasized.

GBBL 612 New Testament Seminar (4)
Topics that have current and/or continuing significance for the study of the New Testament are explored with emphasis on the methods of advanced research.

GBBL 621 Jeremiah (4)
The student undertakes a thorough investigation into the message of Jeremiah. This great prophet worked during the years of great turmoil leading up to the exile. A study of his life, confessions, and struggles leads the student into a thorough acquaintance with the events of the Middle East of the 6th century B.C. Also, the material in Jeremiah provides the student with the opportunity to discover the inner life of a prophet who faced tremendous opposition.

GBBL 622 The Church of the First Century (4)
Students undertake an investigation of the emergence of the Christian Church in the first century A.D. through an examination of the Acts of the Apostles, using the tools of literary, historical, sociological, and theological analysis.

GBBL 632 The New Testament World (4)
This course gives students an encounter with Jewish and Greco-Roman primary texts from the Hellenistic Age in order to gain an understanding of the history, religion, and culture that formed the milieu of the New Testament.

GBBL 641 Theological Themes of the Old Testament (4)
This course investigates contemporary approaches to Old Testament theology. These methods are studied and critiqued. Specific theological themes are pursued, including God's self-revelation, God's holiness, justice, wisdom, love, the view of humans, sin and atonement, praise, and lament. Very important is a consideration of the relationship of both testaments for practicing biblical theology.

Ministry

GMIN 506 Foundations of Educational Ministries (4)
Students explore the history of Christian education and its influence as a church movement, the philosophy of ministry with emphasis on learning theory, and contemporary trends and their effect on Christian education, formation, and discipleship.

GMIN 507 Preaching and Worship (4)
The preparation of the preacher, sermon construction, and delivery are studied. Students are supervised in the development of effective communication skills, with attention given to the different elements of Christian worship, leadership in worship, and planning the worship service.

GMIN 508 Church Leadership and Administration (4)
The nature and function of church administration are studied in light of a process through which the church moves to fulfill its central purpose. The role of leadership in giving direction is examined.

GMIN 509 Urban Anthropology and Christian Ministry (4)
Theories of urban anthropology are evaluated with special emphasis on cross-cultural perspectives, ethnic differences, the distinction between urban and folk societies, and the encounter of the church with the urban environment.

GMIN 516 Dynamics of Christian Formation (4)
This course offers a study of foundational principles and models of Christian formation and discipleship, with special emphasis on edification and evangelism, and human growth and development. Consideration is given to the varying needs of each student.

GMIN 518 Pastoral Servant Leadership (4)
This introductory course explores the varied and many roles and aspects of pastoral ministry. Emphasis is given to the strategies necessary in handling the responsibilities of family, church, and community.

GMIN 519 Christian Ministry and Urban Social Problems (4)
The task of ministry is viewed from the perspective of urban sociology. Attention is devoted to the pressing social problems of the city and the cults that exist in the modern urban center.

GMIN 526 Curriculum and Instruction (4)
Students gain knowledge of recent trends in curricular materials, principles, and methods; the use of the Bible; activities; and objectives of programming in Christian education.

GMIN 527 Expository Preaching (4)
The principles and techniques of expositional preaching are covered. Students are supervised in the practice of preaching from a biblical text.

GMIN 528 Transitions in Ministry (4)
The church and its ministry are studied. The course emphasizes contemporary changes in the church, directions in which the church and ministry are moving, staff relationships, contemporary methods of service, extra-church ministries, and the implications of modern culture on the development of the church's ministry strategy.

GMIN 529 The City in Theological Perspective (4)
Students examine theological perceptions of the city, with an emphasis on ministry in and to the polis.

GMIN 538 Evangelism and Discipleship (4)
Students undertake an analysis of the principles and methods of establishing interpersonal relationships, fellowship, and resources necessary to communicate and live out the Gospel message.

GMIN 546 Seminar in Educational Ministry (4)
An important area in the field of educational ministry and spiritual formation is selected and studied each semester. Areas of study may include family ministry, age-group studies, leadership, spirituality, and ministry.

GMIN 548 Pastoral Counseling (4)
This course addresses the pastor's counseling role and is structured from the perspectives of Christian theology and the behavioral sciences. Consideration is given to such problems as parent-child conflicts, marital tensions, terminal illness, and grief. The course provides insights for effective pastoral counseling and shows the student how to refer cases to counseling professionals.

GMIN 558 Women and Men in Ministry (4)
Male and female ministry roles are studied from the perspective of a biblical view of ministry as the partnership of men and women who are called of God. Special attention is given to male/female differences relative to ministry style and cross-gender communication skills.

GMIN 559 Urban Cross-Cultural Ministry (4)
Students learn about particular ethnic groups, with a focus on ministry to each group, the church in changing neighborhoods, and the development of multi-congregational churches.

GMIN 568 Field Education in Ministry (2)

GMIN 569 Field Education in Ministry (1)

GMIN 570 Directed Research (1-4)

GMIN 578 Worship Leadership (4)
This course equips the student to become a servant leader. It is a practical class designed to help worship leaders succeed as family members, team players, event coordinators, budget managers, vision casters, congregational guides, and reproducers of other leaders. Discussions are focused on the complex set of challenges that worship leaders typically face.

GMIN 588 Missiological Concepts for Ministry (4)
This course offers an introduction to the missiological insights required to lead the North American church in the post-modern world. These insights reflect the interdisciplinary interaction of theology, anthropology, and missiological strategy for penetrating the culture of the North American 21st century.

GMIN 590 Thesis (4)

GMIN 596 Educational Ministry Administration (4)

GMIN 598 Principles of Church Growth (4)
The basic principles of church growth, with special application to evangelism, mission, education, and administrative leadership, are covered.

GMIN 599 Readings in Ministry (1-4)

GMIN 606 Current Issues in Educational Ministries (4)
Each term, a selected topic in educational ministry is chosen, building upon and integrating ideas from theology, the social sciences, education, and leadership.

GMIN 618 Philosophy of Ministry (4)
Students develop a philosophy of ministry, giving particular attention to the specialized type of ministry for which they are preparing, and defend this philosophy in an oral examination before a faculty panel of examiners.

GMIN 628 Seminar in Ministry (1-4)
The course covers topics that are of pressing concern in ministry, including spirituality, church renewal, and church planting.

Theology and Ethics

GTHE 503 History of the Early and Medieval Church (4)
The history of Christianity is surveyed from the first century to the Reformation. Consideration is given to major theologians and their works and significant developments in the history of the church.

GTHE 504 God, Creation, and Humanity (4)
This course introduces students to basic beliefs about God and the methods of Christian theology. The doctrines of revelation, Scripture, creation, humanity, and sin are studied from the perspective of historical and systematic theology, based on a biblical foundation.

GTHE 505 Christian Ethics (4)
The biblical and theological foundations of historical and contemporary interpretations of Christian ethics are covered, with an analysis of the nature of Christian responsibility in the major areas of social concern.

GTHE 513 History of the Modern Church (4)
Major theological movements within the Christian church, from the Reformation to the present, are studied. Consideration is given to major theologians and their works and significant developments in the history of the modern church.

GTHE 514 Jesus Christ, the Holy Spirit, and the Church (4)
This course helps students develop their basic Christian beliefs about Jesus Christ and the Holy Spirit. The doctrines of atonement, salvation, church, and eschatology are studied from the perspective of historical and systematic theology, based upon a biblical foundation.

GTHE 523 Seminar in Church History (4)
Students explore selected epochs, movements, or issues in the history of the Church. Topics included are the Reformation, the Wesleyan revival, the Great Awakening, and the Church in the urban context.

GTHE 529 The City in Theological Perspective (4)
Students examine theological perceptions of the city, with an emphasis on ministry in and to the polis.

GTHE 534 Interdisciplinary Seminar in Theology (4)
A selected topic in Christian theology, from the perspectives of the Bible, theology, philosophy, sociology, psychology, and communication theory, is studied in a given semester.

GTHE 543 History of Worship and Liturgy (4)
This course is a study of worship and liturgy in the history of the church. Attention is given to the relationship between theological commitments and worship and to the development of liturgical expressions in the various Christian communities from the first century to the present.

GTHE 544 The Theology of John Wesley (4)
Highlights of Wesley's life are studied with reference to the development of his theology. Special attention is given to the unique emphases of Wesleyan doctrine.

GTHE 553 Evangelical Friends History: Birth, Growth, and Organization (4)
This course provides a survey of the Friends Church from its origins in the 17th century to the present. The birth, growth, and organization of Quakerism is delineated, along with Quaker distinctives in thought and practice, the role of evangelicalism, reform efforts, church polity, and the ongoing challenges of cultural relativism and relevancy. Special attention is given to the experiences and practices of American Friends in general and of Evangelical Friends in the Southwest in specific.

GTHE 554 Friends Theology, Worship, and Leadership (4)
Students learn about the distinctive theology, worship, and leadership practices of Friends, as compared and contrasted with other Christian groups. The course meets the needs of those in the "recording" process.

GTHE 563 American Church History (4)
This course will present an introduction and study of the major themes, persons and movements within the history of the American church form the Puritan church to the present, and will primarily focus upon Protestant Christianity.

GTHE 564 Contemporary Theology (4)
This course investigates contemporary issues of theology as they emerged within the context of the modern and/or postmodern world. Special emphasis is placed upon the reading of primary texts and upon relating to issues in a way that is responsible to historic Christianity as well as contemporary concerns. Issues include those related to existentialism and such contextualized theologies as liberation, ethnic, and feminist theologies.

GTHE 570 Directed Research (1-4)

GTHE 590 Thesis (4)

GTHE 599 Readings in Church History, Theology, and Ethics (1-4)

GTHE 615 Church and Society (4)
This course deals with the nature and mission of the church and the problems which the church must face in its relationship with society.

GTHE 625 Seminar in Christian Ethics (4)
A selected area in the field of Christian ethics is studied in a given semester. Areas of study include the following: political ethics, social justice, war and peace, economic ethics, the ethics of sex, and medical ethics.

Doctor of Ministry

GDMN 704 Research and Design (4)
Students are introduced to the practical application of the doctor of ministry course work as it relates to their needs and ministerial context. Special attention is given to developing a lifelong appreciation of active discovery. Focus is on tools for study and research, developing a design proposal for the D.Min. project, and the methods of research and writing.

GDMN 710 History of Christian Spirituality (4)
The spiritual dynamics involved in the transformation of the human personality are studied in the course. Topics covered include biblical, theological, historical, psychological, and sociological understanding of the human condition and how holy habits are formed. Special attention is given to how spiritual formation applies to situations of ministry.

GDMN 720 Theology for Spiritual Formation (4)
Students explore the ways in which the disciplines of theology, the humanities, and the behavioral sciences can be integrated and applied to the task of ministry. Spiritual formation of individuals and communities into the way of Christ, the imitatio Christi, is the focus of the integration process; practical application is made to congregational life.

GDMN 730 Church Renewal (4)
Students consider the dynamics of spiritual renewal through an investigation of renewal movements among the people of God from the pre-exilic prophets in ancient Israel to contemporary movements in the Christian church in the 20th century. The analysis draws on the perspectives of theology, psychology, and sociology, with a focus on the ways in which these movements enhance or inhibit character formation. Attention is given to the application of the dynamics of renewal to contemporary situations.

GDMN 740 Spiritual Leadership (4)
Students uncover the dynamics of leadership in the context of Christian community, using models developed from the humanities and behavioral sciences as well as the theological disciplines to determine the ethnic and cultural variables in leadership practice. Special emphasis is given to the effect of different leadership styles on growth toward Christ-likeness, and application is made to practical pastoral settings.

GDMN 750 Civic Spirituality (4)
Students uncover the dynamics of spiritual formation within the context of urban life and ministry, integrating issues of social justice and personal piety. Particular attention is given to the African-American, Asian-American, Asian, Hispanic-American, and Hispanic experience, and practical application is made to the ministerial context of the individual student.

GDMN 760 Christian Spirituality and Modern Technology (3)
Students study the theory and practice of modern technology in the context of Christian ministry, including practical experience with the various aspects of the information superhighway (e.g., computers and peripherals, software, network services, and email). Attention is given to ways in which the technological society enhances or inhibits spiritual formation in individuals and communities.

GDMN 762 Spiritual Practices in the Church (4)
This course covers the biblical, theological, and historical foundation for the classical disciplines of the spiritual life as a means of grace through which the human person exercises relative independent will to bring body, mind, and spirit into a cooperative relationship with God. Special attention is given to prayer as the foundational discipline of engagement, the via positive, and its practice in the prayer life of the individual and in the life of the congregation.

GDMN 764 History and Theology of Worship (3)
This course documents the history and theology of worship with particular attention given to worship as a means for the cure of souls. The rationale and practice of both liturgical and free church worship is considered along with attention to various musical forms. Attention is also given to the application of the insights of this study to the ministerial context of the individual student.

GDMN 766 Empowering the Laity (3)
This course focuses on the universal ministry of all Christians, the priesthood of all believers. Attention is given to everyday life as the place for effective spiritual formation, the exercise of discernment in the common life of the Christian community, and the role of the enabling pastor in mobilizing Christians for ministry.

GDMN 768 Urban Immersion (3)
Students analyze the impact of urban changes upon the work of church planting and congregational life through an exposure to urban culture using the university's network of relationships to churches, institutions, and agencies throughout the greater Los Angeles area.

GDMN 770 Church Growth and Church Planting (3)
This course stresses the dynamics of church growth in the context of planting churches both mono- and cross-culturally. Particular focus is given to spiritual formation in the process of planting, growing, and developing community life within the local church.

GDMN 772 Contemplative Spirituality (4)
This course explores the history and theology of Ignatian spirituality, and the unique contribution that it makes to spiritual formation. Course material examines the world in which Ignatius of Loyola lived when he created the "Spiritual Exercises" as well as the practice and use of the exercises throughout the history of the church, and their significance for believers today.

GDMN 782 Scripture: Its Spirituality and Proclamation (4)
The Christian Scriptures exist as a great variety of manuscript and printed texts. They express a spectrum of content in many different genres, and they have evoked an enormous range of thoughtful responses. Viewed from the perspective of God's community, all of these aspects are manifestations of the work of God's Spirit. In this course students will seek to better understand the spiritual phenomena collectively known as Christian Scripture. Students will explore the relevance of the spiritual dimensions of Scripture to Christian ministry.

GDMN 790 Ministry Project (4)
Students work with their D. Min. project committee in developing a doctoral-level report based on critical reflection concerning a specific problem or issue in the practice of ministry.

GDMN 792 Ministry Project Continuation (0)
Students who do not complete their D.Min. project during the semester they are enrolled in GDMN 790 Ministry Project, must enroll for subsequent semesters in this course.

GDMN 799 Readings in Doctoral Ministry (1-4)

Council of Church Leaders

The following church leaders advise the dean and faculty of Haggard School of Theology on program development to ensure the practicality and relevance of program content

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12 Faculty Development

Course Offerings 234
Course Descriptions 234

Faculty Development

Introduction

Recognizing teaching as a domain of scholarship in various disciplines worthy of direct attention, focus, and constant improvement, APU supports learning research and encourages the integration of faith and learning. APU is committed to fostering an atmosphere wherein academics are not simply taught, but lived. Faculty are called to scholarship permeated by their Christian faith and are committed to teaching excellence.

Toward this end, in addition to a variety of colloquia, workshops, and resources, professional development graduate courses are offered. These courses are designed for Christian faculty, but could be taken for elective credit by graduate students if approved by a program director.

Course Offerings

GRAD 501	Faith Integration and Curriculum Development	3
GRAD 521	Theological Research for Academic Disciplines	3

Course Descriptions

GRAD 501 Faith Integration and Curriculum Development (3)
This course provides an introductory overview of Christian theology including biblical, historical, and constructive theological processes and methodologies. Special emphasis is placed on basic scriptural hermeneutics (exegesis and interpretation) and major Christian doctrines for the layperson. This lecture/seminar course is oriented toward Christian faculty in higher education who seek to develop professional tools to integrate Christian precepts and theology in curriculum.

GRAD 521 Theological Research for Academic Disciplines (3)
This seminar course builds upon the theological background developed in GRAD 501, continuing the development of theological research skills for the purpose of articulation of theology with non-theological academic disciplines. Each student pursues a particular concept or topic for theological research. The research is applied to the participant's academic discipline.

13 Administration and Faculty

Administration 238
Faculty 239
Professors Emeriti 247
Regional Center Executive Directors 248
International Programs/Sister School Affiliations 249

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YEE, EVELYN, Instructor in the Marshburn Library; B.A., California State University, Los Angeles

YEE-SAKAMOTO, IVY, Associate Professor of Education; B.A., University of California, Berkeley; Ph.D., University of California, Los Angeles

ZIESMANN, JURGEN, Associate Professor of Biology; M.A., Ph.D., University of Bayreuth

ZONE, ENRIQUE, Associate Dean, Associate Professor of Graduate Theology, 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

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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

BLANK, LES, Professor Emeritus of Theology; B.A., Gordon College; M.A., Azusa Pacific University; Ph.D., Claremont Graduate School

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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

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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

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

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

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Richey, Everett, Professor Emeritus of Theology; Th.B., Anderson College; M.Div., Anderson School of Theology; Th.D., Iliff School of Theology

Robertson, Malcolm, Professor Emeritus of Religion and Philosophy; B.A., Pasadena College; Th.B., Azusa Pacific University; M.A., California State University, Los Angeles; Ed.D., University of Southern California

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Watkins, Alice, Dean Emeritus of Education and Behavioral Studies; B.A., Pepperdine University; M.S., California State University, Fullerton; Ph.D., Claremont Graduate School

Regional Center Executive Directors

Becker, Vickie, Murrieta Regional Center; B.R.E., Life Bible College; M.A., Azusa Pacific University; Ed.D., Pepperdine University

Vacant, San Diego Regional Center

MARTIN, DOUGLAS, Orange County Regional Center; B.A., Concordia College; M.A., Ed.D., University of Southern California

VACANT, High Desert Regional Center

PARK, JOHN S., Los Angeles Regional Center, Associate Professor; B.A., Dong-A University; M.Div., Fuller Theological Seminary; Th.M., Princeton Theological Seminary; M.A., Ph.D., Claremont Graduate University

WEATHERBY, AARON "BUD", Ventura Regional Center; B.A., Northwest Nazarene College; M.A., Azusa Pacific University; Ph.D., Walden University

WOLFE, KARL, Director, Regional Center Development and Improvement; Inland Empire Regional Center; B.A., Azusa Pacific University; M.Div., Asbury Theological Seminary; Ed.D., Pepperdine University

Faculty listing current as of June 2005.

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Alliance Academy
Casilla 6186
Quito, Ecuador, South America

Christian Academy in Japan
1-2-14 Shinkawa Cho
Higashi Kurume Shi
Tokyo 203, JAPAN

Christ's College
51 Tzu Chiang Rd.
Tanshui 25120
Taipei, Taiwan, R.O.C.

Holy Light Theological Seminary
PO Box 270 Kaohsiung
Taiwan, R.O.C.

Orio Women's Educational Institute
12-10 Horikawa
Yohata Nishi
Kitahyushu 807, JAPAN

Tokyo Biblical Seminary
1-30-1 Megurity, Higashi Murayama
Tokyo 189, JAPAN

14 Academic Calender and Index

Academic Calender 252
Index 255
Campus Maps 257

Academic Calendar 2005-06

Fall (15-Week Semester)

Tuesday, August 16, 2005	Returning Students Registrations Due
Wednesday, August 17, 2005	Late Registration Fee Begins
Tuesday, August 30, 2005	Last Day to Register
Tuesday, September 6, 2005	Fall Classes Begin
Wednesday, September 7, 2005	Community Chapel (offices may be closed and classes cancelled 9:15-10:45 a.m.)
Monday, September 19, 2005	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Friday, September 23, 2005	Last Day to Submit Notice of Intent to Graduate for December 17, 2005 or January 28, 2006 Degree Posting
Friday, October 28, 2005	Dinner Rally
Monday, November 14, 2005	Last Day to Withdraw from Classes
Thursday-Sunday, November 24 - 27, 2005	HOLIDAY*: Thanksgiving Break-no classes (offices closed)
Friday, December 16, 2005	Fall Classes End
Saturday, December 17, 2005	Winter Commencement
Tuesday, January 3, 2006	Graduate Fall Semester Grades Due

Fall I (9-Week Term)

Tuesday, August 16, 2005	Returning Students Registrations Due
Wednesday, August 17, 2005	Late Registration Fee Begins
Tuesday, August 30, 2005	Last Day to Register
Tuesday, September 6, 2005	Fall I Classes Begin
Wednesday, September 7, 2005	Community Chapel (offices may be closed and classes cancelled 9:15-10:45 a.m.)
Tuesday, September 13, 2005	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Friday, September 23, 2005	Last Day to Submit Notice of Intent to Graduate for December 17, 2005 or January 28, 2006 Degree Posting
Monday, October 17, 2005	Last Day to Withdraw from Classes
Friday, October 28, 2005	Dinner Rally
Monday, November 7, 2005	Fall I Classes End
Friday, November 18, 2005	Fall I Grades Due
Saturday, December 17, 2005	Winter Commencement

Fall II (9-Week Term)

Friday, September 23, 2005	Last Day to Submit Notice of Intent to Graduate for December 17, 2005 or January 28, 2006 Degree Posting
Monday, October 24, 2005	Returning Students Registrations Due
Tuesday, October 25, 2005	Late Registration Fee Begins
Monday, November 7, 2005	Last Day to Register
Monday, November 14, 2005	Fall II Classes Begin
Monday, November 21, 2005	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Thursday-Sunday, November 24 - 27, 2005	HOLIDAY*: Thanksgiving Break-no classes (offices closed)
Saturday, December 17, 2005	Winter Commencement
Thursday, December 22, 2005	Last Day to Withdraw from Classes
Friday-Sunday, December 23, 2005–January 8, 2006	VACATION: Christmas Break-no classes (offices closed-Dec. 23-Jan. 2)
Monday, January 16, 2006	HOLIDAY*: Martin Luther King, Jr. Day-no classes (offices closed)
Saturday, January 28, 2006	Fall II Classes End
Friday, February 10, 2006	Last Day to Submit Notice of Intent to Graduate for May 6, 2006 Degree Posting
Friday, February 10, 2006	Fall II Grades Due
Saturday, May 6, 2006	Spring Commencement

*Students are advised to review syllabus for classes which fall on holidays.

Spring (16-Week Semester)

Monday, December 12, 2005	Returning Students Registrations Due
Tuesday, December 13, 2005	Late Registration Fee Begins
Monday, January 2, 2006	Last Day to Register
Monday, January 9, 2006	Spring Classes Begin
Monday, January 16, 2006	HOLIDAY*: Martin Luther King, Jr. Day-no classes (offices closed)
Friday, January 20, 2006	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Friday, February 10, 2006	Last Day to Submit Notice of Intent to Graduate for May 6, 2006 Degree Posting
Friday, February 17, 2006	HOLIDAY*: Presidents' Day-no classes (offices closed)
Friday, March 17, 2006	Last Day to Withdraw from Classes
Wednesday, April 5, 2006	Community Chapel (offices may be closed and classes cancelled 9:15-10:45 a.m.)
Sunday - Sunday, April 9 - 16, 2006	VACATION: Easter Break-no classes
Friday, April 14, 2006	HOLIDAY*: Good Friday (offices closed)
Friday, May 5, 2006	Spring Classes End
Saturday, May 6, 2006	Spring Commencement
Friday, May 19, 2006	Graduate Spring Semester Grades Due

Spring I (9-Week Term)

Tuesday, January 17, 2006	Returning Students Registrations Due
Wednesday, January 18, 2006	Late Registration Fee Begins
Monday, January 30, 2006	Last Day to Register
Monday, February 6, 2006	Spring I Classes Begin
Friday, February 16, 2006	Last Day to Submit Notice of Intent to Graduate for May 6, 2006 Degree Posting
Monday, February 13, 2006	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Friday, February 17, 2006	HOLIDAY*: Presidents' Day-no classes (offices closed)
Friday, March 17, 2006	Last Day to Withdraw from Classes
Wednesday, April 5, 2006	Community Chapel (offices may be closed and classes cancelled 9:15-10:45 a.m.)
Saturday, April 8, 2006	Spring I Classes End
Friday, April 21, 2006	Spring I Grades Due
Saturday, May 6, 2006	Spring Commencement

Spring II (9-Week Term)

Friday, February 10, 2006	Last Day to Submit Notice of Intent to Graduate for May 6, 2006 Degree Posting
Monday, March 27, 2006	Returning Students Registrations Due
Tuesday, March 28, 2006	Late Registration Fee Begins
Monday, April 10, 2006	Last Day to Register
Friday, April 14, 2006	HOLIDAY*: Good Friday-no classes (offices closed)
Monday, April 17, 2006	Spring II Classes Begin
Monday, April 24, 2006	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Friday, May 5, 2006	Last Day to Submit Notice of Intent to Graduate for July 28, 2006 Degree Posting
Saturday, May 6, 2006	Spring Commencement
Friday, May 26, 2006	Last Day to Withdraw from Classes
Monday, May 29, 2006	HOLIDAY*: Memorial Day-no classes (offices closed)
Saturday, June 17, 2006	Spring II Classes End
Friday, June 30, 2006	Spring II Grades Due
Friday, July 28, 2006	Summer Commencement

*Students are advised to review syllabus for classes which fall on holidays.

Summer (12-Week Semester)

Monday, April 24, 2006	Returning Students Registrations Due
Tuesday, April 25, 2006	Late Registration Fee Begins
Friday, May 5, 2006	Last Day to Submit Notice of Intent to Graduate for July 28, 2006 Degree Posting
Monday, May 8, 2006	Summer Classes Begin
Friday, May 5, 2006	Last Day to Register
Friday, May 19, 2006	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Monday, May 29, 2006	HOLIDAY*: Memorial Day-no classes (offices closed)
Friday, June 30, 2006	Last Day to Withdraw from Classes
Tuesday, July 4, 2006	HOLIDAY*: Independence Day-no classes (offices closed)
Friday, July 28, 2006	Summer Classes End
Friday, July 28, 2006	Summer Commencement
Friday, August 18, 2006	Graduate Summer Semester Grades Due

Summer I (6-Week Term)

Monday, April 24, 2006	Returning Students Registrations Due
Tuesday, April 25, 2006	Late Registration Fee Begins
Friday, May 5, 2006	Last Day to Register
Friday, May 5, 2006	Last Day to Submit Notice of Intent to Graduate for July 28, 2006 Degree Posting
Monday, May 8, 2006	Summer I Classes Begin
Friday, May 12, 2006	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Monday, May 29, 2006	HOLIDAY*: Memorial Day-no classes (offices closed)
Friday, June 2, 2006	Last Day to Withdraw from Classes
Friday, June 16, 2006	Summer I Classes End
Friday, June 30, 2006	Summer I Grades Due
Friday, July 28, 2006	Summer Commencement

Summer II (6-Week Term)

Friday, May 5, 2006	Last Day to Submit Notice of Intent to Graduate for July 28, 2006 Degree Posting
Monday, June 12, 2006	Returning Students Registrations Due
Tuesday, June 13, 2006	Late Registration Fee Begins
Friday, June 16, 2006	Last Day to Register
Monday, June 19, 2006	Summer II Classes Begin
Friday, June 23, 2006	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Tuesday, July 4, 2006	HOLIDAY*: Independence Day-no classes (offices closed)
Friday, July 14, 2006	Last Day to Withdraw from Classes
Friday, July 28, 2006	Summer II Classes End
Friday, July 28, 2006	Summer Commencement
Friday, August 18, 2006	Summer II Grades Due

Summer III (5-Week Term)

Friday, May 5, 2006	Last Day to Submit Notice of Intent to Graduate for July 28, 2006 Degree Posting
Monday, June 19, 2006	Returning Students Registrations Due
Tuesday, June 20, 2006	Late Registration Fee Begins
Friday, June 23, 2006	Last Day to Register
Monday, June 26, 2006	Summer III Classes Begin
Friday, June 30, 2006	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Tuesday, July 4, 2006	HOLIDAY*: Independence Day-no classes (offices closed)
Tuesday, July 18, 2006	Last Day to Withdraw from Classes
Friday, July 28, 2006	Summer III Classes End
Friday, July 28, 2006	Summer Commencement
Friday, August 18, 2006	Summer III Grades Due

*Students are advised to review syllabus for classes which fall on holidays.

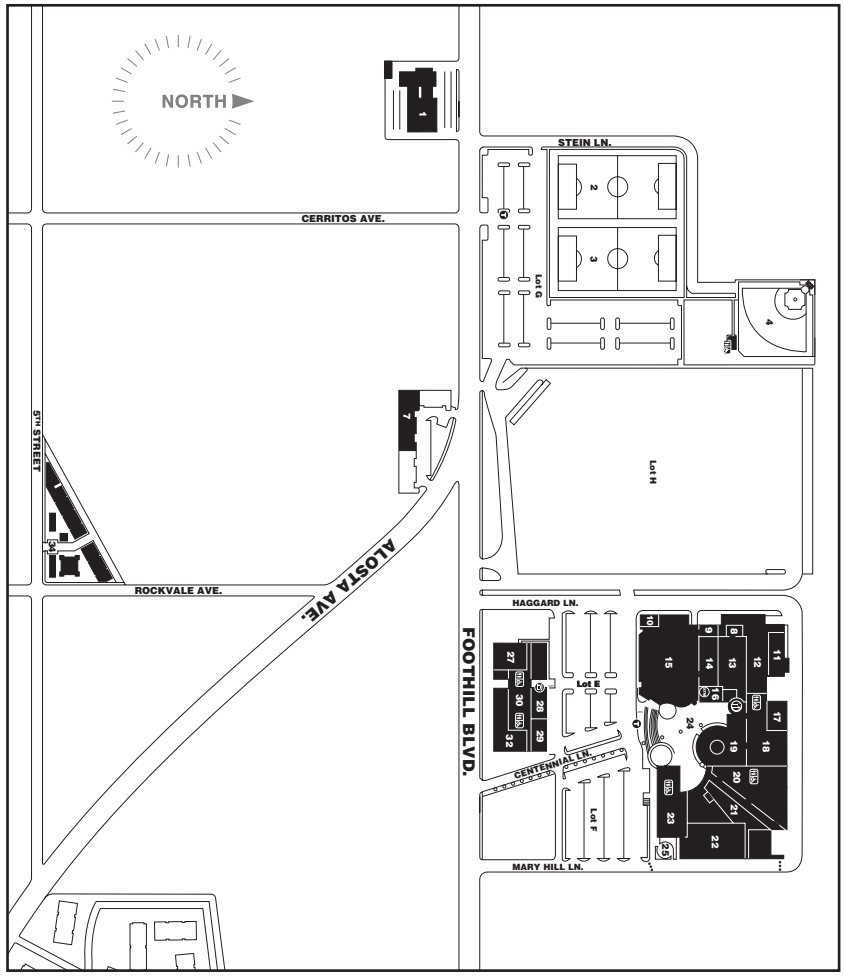
Index

Academic Advising 41
Academic Calendar 2005-06 252
Academic Integrity 44
Academic Policies and Procedures 37
Academic Probation and Disqualification 40
Accreditation 5
Adding and Dropping Classes 39
Additional Degree Requirements 42
Additional Master's Degree or Concurrent Graduate Programs 43
Administration and Faculty 237
Admissions Policies 19
Admission to the University 20
Adult Nurse Practitioner (ANP) 193
Adult Nurse Practitioner (ANP) - Post Master's 200
Adult Nursing-Post Master's 198
Adult Nursing Specialist (CNS) and Adult Nurse Practitioner (ANP) Specialty 192
All Access 15
American Language and Culture Institute (ALCI) 24
Antivirus Protection 15
Application and Fee 20
Application for Graduation 41
Articulated RN-Master of Science in Nursing Program 190
Asian Program 213
Attendance Regulation 40
Auditing 39
Azusa Campus Map 257
Board of Trustees 238
Bookstore 13
Calendar 252
Campus Maps 257
Campus Resources 9
Campus Safety 13
Center for Academic Service Learning and Research 17
Center for Adult and Professional Studies (CAPS) 144
Center for Research in Science 17
Center for Research on Ethics and Values 17, 88
Center for Strength-Based Education 88
Change of Program 23, 41
Child and Family Development Center 88
Christ's College Cooperative M.A./TESOL 65
Client/Server Certficate 57
Client/Server Emphasis 54
Clinical Nursing Specialties (CNS) 192
College of Liberal Arts and Sciences 47
Commencement 43
Computer Facilities 15
Computer Information Systems Certificate 57
Computer Information Systems Emphasis 54
Computer Science Certificate Programs 57
Computers 15
Conditional Admission 24
Cost of Attendance 2005-06 28
Cougars' Den 15
Council of Church Leaders 231
Course Numbering System 38
Course Replacement and Substitution 42
Credential Analysts 88
Credit Hours 40
Cross-Cultural Language and Academic Development (C.L.A.D.) Certificate 122
Deferment Information 40
Degree Posting Dates 42
Department of Advanced Studies in Education 89
Department of Art 49
Department of Computer Science 52
Department of Doctoral Studies in Education 146
Department of Educational Leadership 96
Department of Global Studies and Sociology (TESOL) 62
Department of Graduate Psychology 156
Department of Higher Education and Organizational Leadership 138
Department of Physical Therapy 67
Department of School Counseling/School Psychology 101
Department of Teacher Education 105
Determining Degree Requirements 42
Disclosure of Student Records 43
Distance Learning 15
Distribution of Courses 42
Doctor of Education in Educational Leadership (K-12) 149
Doctor of Education in Educational Leadership (K-12) and Tier II 149
Doctor of Education in Higher Education Leadership 150
Doctor of Ministry 225
Doctor of Philosophy in Nursing 201
Doctor of Physical Therapy 67
Doctor of Physical Therapy-Transitional 69
Doctor of Psychology in Clinical Psychology: Emphasis in Family Psychology 160
Doctoral Assistantships (Psy.D.) 173
Dual Degree Requirements (Theology) 214
Duplicating and Graphics Center 13
Earthquake Procedures 7
Education and Behavioral Studies Aid 33
End-User Support Certificate 58
End-User Support Emphasis 55
English Proficiency Requirements 24
Equitable Treatment 30
Essence Statement 2
Faculty Development 233
False Information Policy 23
Family Nurse Practitioner (FNP) Specialty 193
Family Nurse Practitioner-Post Master's 199
Federal Aid 31
Field-based M.A./TESOL Program 64
Field-based Certificate in TESOL Program 64
Final Examinations 40
Financial Agreement 29
Financial Aid Application 29
Financial Aid Deadline 29
Financial Aid Packaging 29
Financial Aid Policies 29
Financial Aid Types 31
Finance Concentration (MBA) 77
Financial Information 27
Friends Center 213
Free Methodist Center 213
General Information 1
Grade-Point Average Requirements 42
Grading 40
Graduate Admission to the University 20
Graduate Assistantships (CSA) 140
Graduate Center 10
Graduate Programs iv
Graduate Program Application Requirements 20
Graduate Student Financial Services 28
Graphics Center 13
Grievance Procedures 44
Haggard School of Theology 211
Harassment Policy 6
Health Services 14
Hispanic Program 213
History (university) 4
Honorable Dismissal 40
Human and Organizational Development Emphasis (MBA) 77
Information and Media Technology (IMT) 15
Independent Study 39
Institute of Academic Research and Grants 17
Insurance 14
Inter-Emphasis 56

International Business Concentration (MBA) 77
International Center 16
International Graduate Admissions 23
International Programs and Marketing Sister School Affiliations 249
International Student Services 16
International Student Health Insurance 14
International Tutorial (MBA) 77
Internet Acceptable-Use Policy 6
Late Registration 38
Leaves of Absence 39
Libraries 12
Library and Information Resources (Theology) 214
Library Media Teacher Credential 90
Location and Campus 5
Los Angeles Regional Center 213
Management Information Systems Concentration (MBA) 77
Maps (Campus) 257
Marketing Concentration (MBA) 77
Master of Arts in Christian Education 217
Master of Arts in Christian Education: Youth Ministries Emphasis 218
Master of Arts in Clinical Psychology: Marriage and Family Therapy 156
Master of Arts in Education: Curriculum and Instruction in Multicultural Contexts 91
Master of Arts in Education: Educational Counseling 102
Master of Arts in Education: Educational Psychology 103
Master of Arts in Education: School Librarianship 92
Master of Arts in Education: Special Education 122
Master of Arts in Education: Special Education and Mild/Moderate Disabilities (K-12) Specialist Credential Level I, Track A 119
Master of Arts in Education: Special Education and Mild/Moderate Disabilities (K-12) Specialist Internship Credential Level I, Track B 119
Master of Arts in Educational Leadership 97
Master of Arts in Educational Leadership and Preliminary Administrative Services Credential (Tier I) 97
Master of Arts in Educational Leadership and Preliminary Administrative Services Internship Credential (Tier I) 97
Master of Arts in Educational Technology and Learning 93
Master of Arts in Educational Technology Online 94
Master of Arts in Human and Organizational Development 78
Master of Arts in Leadership and Organizational Studies 144
Master of Arts in Ministry Management 219
Master of Arts in Organizational Leadership 141
Master of Arts in Pastoral Studies 216
Master of Arts in Religion 223
Master of Arts in TESOL 63
Master of Arts in Worship Leadership 183, 221
Master of Business Administration 76
Master of Divinity 215
Master of Education in College Student Affairs 138
Master of Fine Arts 49
Master of Music Education 182
Master of Music in Performance 182
Master of Science in Applied Computer Science and Technology 52
Master of Science in Nursing 190
Master of Science in Nursing – Second Careers and Nursing Program (S.C.A.N.) 196
Master of Science in Physical Education 95
Mild/Moderate Disabilities (K-12) Specialist Credential, Level I, Track A 115
Mild/Moderate Disabilities Specialist Internship Credential (K-12), Level I, Track B 115
Mild/Moderate Disabilities Specialist, Level II 118
Multiple-Subject Teaching Credential and Master of Arts in Education: Teaching Track A 107
Multiple-Subject Internship Teaching Credential and Master of Arts in Education: Teaching Track B 111
Normal Progress toward a Degree and Time Limit for Degree 42
Nursing Administration-Post Master's 200
Nursing Administration Emphasis 196
Nursing Aid 32
Nursing Education-Post Master's 200
Nursing Education Emphasis 196
Operation Impact Program 88, 142
Outside Aid Resources 31
Overawards 31
P.A.C.E. Option 23
Parent-Child Clinical Nursing Specialty (CNS) and Pediatric Nurse Practitioner (PNP) Specialty 192
Parent-Child Nursing-Post Master's 199
Parish Nursing-Post Master's 199
Parish Nursing (PN) and Health Ministries Specialization 193
Payment Terms and Conditions 28
Petition Process 41
Post-Master's Credential Programs (Nursing) 198
Preliminary Administrative Services Credential (Tier I) 97
Preliminary Administrative Services Internship Credential (Tier I) 97
Professional Administrative Services Credential (Tier II) 100
Refund Policy 29
Regarding the Catalog 2
Regional Centers 6
Regional Center Locations 10
Registration 38
Release of Records (Financial) 30
Release of Transcripts 43
Repeated Courses 39
Reservation of Rights 38
Residence Requirement 42
Right of Access 43
Satisfactory Progress (Financial) 29
Scholarship Searches 34
School Nurse Services Credential 194
School of Business and Management 75
School of Education and Behavioral Studies 85
School of Music 181
School of Nursing 187
School of Theology, Haggard 211
Security Interest in Student Records 43
Shuttle Service 13
Single-Subject Internship Teaching Credential and Master of Arts in Education: Teaching Track B 113
Single-Subject Teaching Credential and Master of Arts in Education: Teaching Track A 109
Special Education Programs 115
Standards of Conduct 38
State Aid 31
Statement of Academic Freedom 4
Statement of Faith 3
Statement of Mission and Purpose 2
Statements of Compliance 6
Strategic Management Concentration (MBA) 77
Student Employment 29
Student Records Policy 43
Study Abroad Programs 16
Study Load 40
Support Desk (IMT) 15
Support Services and Organizations (Education) 88
Technical Programming Certificate 58
Technical Programming Emphasis 55
Telecommunications Certificate 58
Telecommunications Emphasis 56
TESOL Certificate 64
Theology Aid 32
Thesis 42
Transcripts 23
Transcripts (Release of) 43
Transfer Credit 41
Transitional Doctor of Physical Therapy 69
Types of Financial Aid 31
University Counseling Center 13
Waivers 41
Web and Information Technology Concentration (MBA) 77
Withdrawal from Courses 39
Withdrawal from the University 39
Writing Center 12

West Campus Map

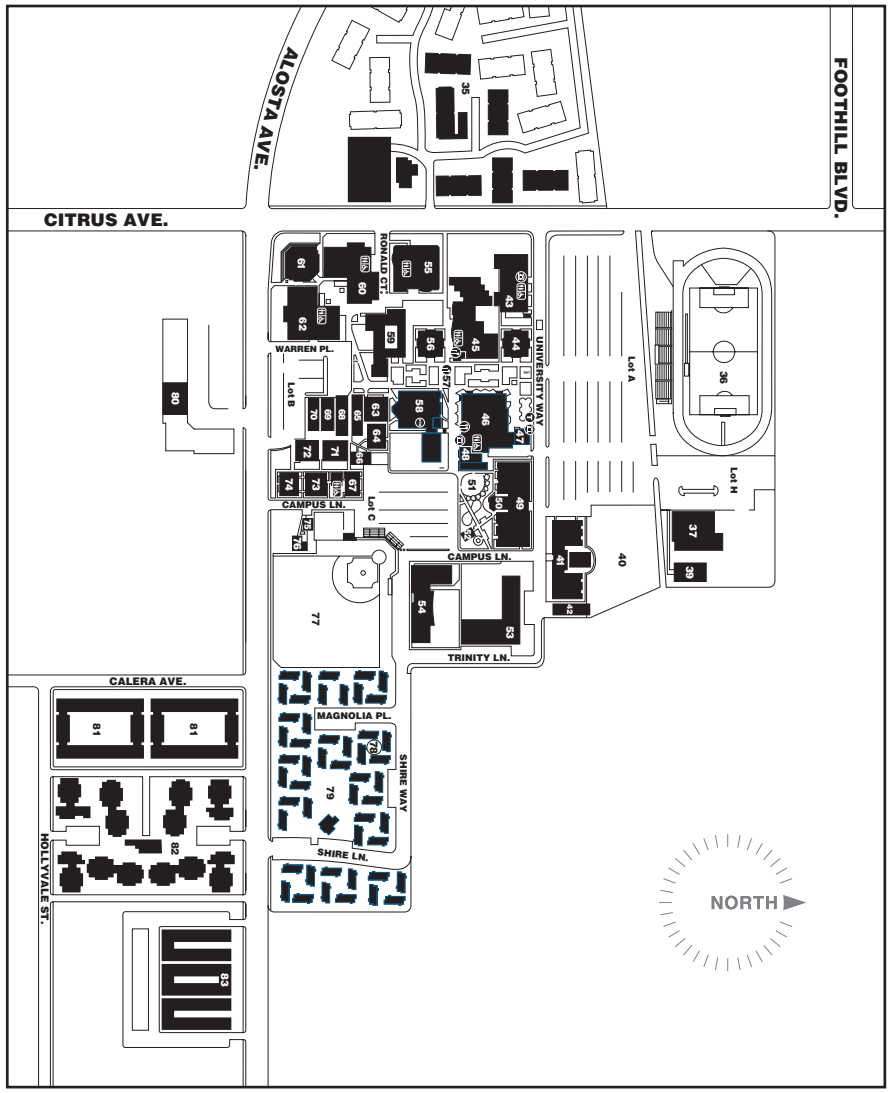
Accelerated Degree Programs, Center for **23**
Administration West **1**
Advancement, Office of University. **9**
Ahmanson Information Center **19**
Alosta Center Classrooms (680 E. Alosta) **7**
Art (west), Dept. of **21**
Art Gallery **21**
Asset Management, Office of **1**
Athletic Training/Men's and Women's Locker Rooms (west). **10**
Athletics Development, Office of **14**
Athletic Training, Office of. **10**
Auxiliary Services, Office of **17**
Berger Technology Training Center **18**
Black Box Theatre **22**
Bookstore, University **16**
Business Office **1**
Classrooms (680E) **7**
Classrooms (ARTW) **21**
Classrooms (DARL) **18**
Classrooms (DUKE) **20**
Classrooms (HILL) **23**
Classrooms (WCAM) **30**
Classrooms (WCAT) **14**
Computer Science, Dept. of **28**
Computer Store. **8**
Construction and Operational Planning, Office of **1**
Darling Library, Hugh and Hazel **19**
Education and Behavioral Studies, School of **32**
Event Center, Richard and Vivian Felix **15**
Faculty Development, Office of **18**
Felix Event Center, Richard and Vivian **15**
Fitness Center/Weight Room **11**
Global Village Apartments. **34**
Graduate Psychology, Dept. of **23**
Graduate Center **1**
Graphics Center **18**
Graphic Design Lab **29**
Hall of Champions. **15**
Heritage Café **13**
Higher Education and Organizational Leadership, Dept. of **23**
Human Resources, Office of **1**
Kresge Plaza **24**
Locker Rooms (team). **15**
Mail Services **17**
Mary Hill Center **23**
Mary Hill Garden **25**
Nursing, School of. **27**
Physical Therapy, Dept. of **23**
Psychology, Dept. of Graduate **23**
Richard and Vivian Felix Event Center **15**
Shipping and Receiving **12**
Soccer Field #1 . . . . . **2**
Soccer Field #2 . . . . . **3**
Softball Field **4**
Theological Library **20**
Theology, Haggard School of. **20**
University Bookstore **16**
University Marketing and Creative Media (UMCM), Office of **1**
Weight Room/Fitness Center **11**



*For the most current campus maps see www.apu.edu/locations/azusa/campusmaps/.

East Campus Map

Academic Advising, Office of . . . 63
Academic Information Management and Analysis, Office of . . . 63
Adams Field . . . 40
Adams Hall . . . 41
Admissions, Office of Undergraduate . . . 65
Alosta Place Apartments . . . 82
Alumni Relations, Office of . . . 76
Art (east), Dept. of . . . 39
Associated Student Body, Offices of the . . . 48
Athletic Training/Men's and Women's Locker Rooms (east) . . . 37
Baseball Field . . . 77
Biology and Chemistry, Dept. of . . . 43
Bowles Apartments . . . 83
Business and Management, School of . . . 55
Cafeteria (LTCC) . . . 46
Campus Pastor, Office of the . . . 67
Campus Safety, Dept. of . . . 41
Career Services, Office of . . . 78
Cashier . . . 63
Chapel Programs, Office of . . . 74
Child and Family Development Center . . . 80
Classrooms (ADMD) . . . 42
Classrooms (ARTC) . . . 39
Classrooms (MMED 1-4) . . . 56
Classrooms (MMED 5-8) . . . 44
Classroom (MODR 2) . . . 74
Classrooms (ROND) . . . 60
Classrooms (WLDN) . . . 55
Classrooms (WMUS) . . . 62
Classrooms (WYNN) . . . 43
Communication Studies, Dept. of . . . 59
Communiversity, Office of . . . 58
Cornerstone Café . . . 45
Cougars' Den . . . 48
Cougar Mall . . . 57
Cougar Walk Café . . . 57
Counseling Center, University . . . 78
Crestview Apartments . . . 35
English, Dept. of . . . 59
Engstrom Hall . . . 54
Facilities Management, Office of . . . 37
Faculty Dining Room (FDR) . . . 46
Food and Banquet Services . . . 46
Global Studies, Dept. of . . . 59
Hartwig Prayer Chapel . . . 52
Health Center, Student . . . 78
History and Political Science, Dept. of . . . 60
Hospitality Services, Office of . . . 45
Housing Services, Office of . . . 50
IMT (Information and Media Technology) Support Desk . . . 69
InCom Center . . . 58
Institute for Outreach Ministries (IOM) . . . 59
International Center . . . 72
KAPU (campus radio station) . . . 48
Learning Enrichment Center (LEC) . . . 42
Legal Services, Office of . . . 60
Liberal Arts and Sciences, College of (CLAS) . . . 60
Los Angeles Pacific College (LAPC) Banquet Room . . . 47
Magnolia Court . . . 78
Marshburn Memorial Library, William V. . . . 45
Math and Physics, Dept. of . . . 60
Ministry and Service, Office of (MAS) . . . 74
Modern Languages, Dept. of . . . 60
Multi-Ethnic Programs, Office of . . . 58
Munson Chapel/Lecture Hall/ Recital Hall . . . 61
Post Office, Student . . . 48
President's Dining Room (PDR) . . . 46
Provost, Office of the . . . 60
Psychology, Dept. of Undergraduate . . . 73
Registrar: Undergraduate, Office of the . . . 64
Residence Life, Office of . . . 50
Research in Science, Center for . . . 60
Ronald Center . . . 60
Service Learning and Research, Center for . . . 78
Seven Palms Amphitheater . . . 51
Shire Modulars . . . 79
Smith Hall . . . 49
Student Financial Services, Office of Undergraduate . . . 68
Student Life, Office of . . . 67
Student Post Office . . . 48
Student Union/Cougar Dome . . . 58
Study Abroad Programs, Office of . . . 78
Telecommunications, Office of . . . 69
The Clause (student newspaper) . . . 48
The Tavaleph (student yearbook) . . . 46
Trinity Hall . . . 53
Turner Campus Center . . . 46
Undergraduate Admissions, Office of . . . 65
Undergraduate Psychology, Dept. of . . . 73
Undergraduate Student Financial Services, Office of . . . 68
University Counseling Center . . . 78
University Park Apartments . . . 81
Upper Turner Campus Center (UTCC) . . . 46
Warren Music Center . . . 62
Wilden Hall . . . 55
Writing Center . . . 45
Wynn Science Center . . . 43



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